

# Welcome to Freshman Composition!

ENC1101

online - asynchronous



**My Contact Information - Please reach out to me!**

Dr. Debi Carruth

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Email any time – I'll get back to you within 24 hours

**ZOOM**

**M-F 11 AM - 3 PM**

*(sometimes I will have meetings during these times -- in any week where I have conflicts with office hours, I will let you know ahead of time)*

**or by appointment**

## Who is Teaching this Class and What's Their Deal?



*A good friend made this mask for me. My hair is suffering from lack of professional grooming. Don't judge. ;-)*



*This is one of my cats. Jasper. He is the laughter in my heart and one of the best cuddlers on the planet.*



*Molly, the first doll I ever made. I've gotten slightly more skilled since then, but she'll always be my first. You know?*

### Some information about Dr. Debi (she/her)

I earned my AA at Valencia in 1823\*, and then I got a BS at the University of Central Florida in "Liberal Studies," which is what they call your major if you never actually choose a major. After that I went to Florida State University to pursue my master's in Creative Writing. As it turned out, though, I am not a creative writer, so I shifted gears into a PhD in Information Studies (which is all about information literacy and libraries and that kind of thing). I've taught lots of courses, including Composition, Information Literacy, Children's Literature, and Young Adult Literature, among others.

When I was a student at Valencia, I loved the place, and it has only gotten better since then. I joined the faculty here seven years ago and have never looked back. One of the things that most impresses me about the College now is how growth-oriented we are: it's built into everything we do. I get to be a life-long learner here, and learning is one of my favorite things to do, right alongside teaching. On a personal note, I have ADHD that, for the first time in my life, is (mostly) successfully medicated (knock-wood). I am a crazy cat lady and a hard core gamer and I sleep with a teddy bear. And also my three cats (Well. One of them rarely deigns to sleep on the bed with me. She's kind of a snob).

\* It was not really 1823.

## Teaching Philosophy

I am so honored to be a part of your learning journey! I believe that the magic of learning takes place through excellent student-professor relationships, strong peer-peer relationships, engaging learning tasks, and an institution to which you feel you belong. As a result, I want to get to know you in and outside of the classroom, and I want to help you develop strong connections with your peers and with the college. I have carefully planned the learning activities so that we are focused on content and skills that matter not just in this class, but for the rest of college and beyond. You can expect that I will bring a high level of enthusiasm and energy (and a whole lot of awkward humor) to the classroom every day and that you will be both challenged and supported through your learning experience.

## What is This Class All About?

### Prerequisites

If you took the PERT, you need to have gotten a score of 103 on the writing component and 106 on the reading component. If you took a different state-approved entry test, you need equivalent scores. If you took courses at Valencia, you need to have earned at least a C in ENC0025C or EAP1640C, and at least a C in REA0017C or EAP1620C.

### Description

In this course, we will work on developing the essay form, including a documented essay. You'll get instruction and practice in expository writing, with an emphasis on clarity of central and support ideas, adequate development, logical organization, coherence, appropriate citing of primary and/or secondary sources, and grammatical and mechanical accuracy. This is a Gordon Rule course where you will demonstrate college-level writing skills through multiple assignments. If you are using this course to satisfy Gordon Rule and general education requirements, you will need to earn at least a C.

### Learning Outcomes \*

Each assignment or bit of work we do for this class has a number of outcomes we intend to accomplish through that work. Many of these outcomes are directly related to your growth as an academic writer, of course, but often they will also be related to your becoming a stronger scholar and/or a more informed and discerning citizen.

Here is what we will learn in this course:

1. *Composition Outcomes*

- You'll write essays that have a strong thesis, excellent supporting details, and are well-organized
- You'll write with correct grammar and other things, like punctuation and spelling
- You'll write at least one essay where you use outside sources to support your own conclusions
- You'll evaluate the credibility of source materials
- You'll develop effective reading skills that will help you succeed in this class and all the classes that come after

2. *Valencia Core Competency Outcomes*

- You will practice thinking clearly, creatively, and critically
- You will practice making reasoned judgments and responsible commitments
- You will practice communicating with different audiences using varied means
- You will practice acting purposefully, effectively, and responsibly

3. *College Success Outcomes*

- You'll develop independent learning skills
- You'll practice a growth mindset
- You'll work on developing effective time management skills
- You'll practice being a responsible class citizen
- You'll practice being respectful in interactions with others, both in person and online

\* You can access a more detailed and formal description of Outcomes [here](#)

When you take a college writing class, you aren't just learning to write. You're learning to think in many different ways: creatively, critically, logically. You're practicing how to access and articulate those complicated thoughts that we all have but that are so hard to put into words. You're learning to shift your perspective so that you can understand your readers, and to organize and express your thoughts so that they can understand you. You will be able to take what you learn in this class and apply it to nearly every other class you take in college. These skills will also serve you well beyond college and into your career -- a middle manager who is unable to organize and articulate his thoughts in a way that reaches stakeholders is a middle manager who will likely not last very long. And the higher up you go, the more crucial these skills are.

## Course Content Areas

### Course Content

<i>Compose essays</i>	<i>Write in standard American English</i>	<i>Write a documented essay</i>	<i>Demonstrate information literacy</i>	<i>Develop critical reading skills</i>
Construct a thesis that clearly expresses the main idea of the assignment; develop topic sentences that support the thesis; generate supporting ideas / details; integrate supporting ideas / details; connect supporting ideas / details to the thesis statement; compose introductions and conclusions; implement transitions between ideas; draft, revise, edit, and proofread	Write grammatically correct sentences; write mechanically correct sentences; vary sentence patterns; employ effective choice of words and phrases; edit for clarity	Recognize information that requires documentation; integrate source materials into essay; use a recognized documentation style, which includes in-text citations and a works cited / references page	Recognize credible print and digital source material; identify existing technological resources for writing	Identify main ideas and supporting details; recognize overall patterns of organization; discern author's tone; recognize intent and / or bias; read texts for literal meaning; read texts for inferential meaning



Image of students working in a group

In order to learn, you'll need to be actively involved and engaged with the course content, so you can expect this semester to be filled with lively discussions, activities that get us up and moving while we learn, and challenging assignments. Because we learn best when engaged with others, you will work with a partner or small group nearly every class period, and I will be there to support you!



["Student study group UBC Library" by UBC Library Communications](#) is licensed under [CC BY-NC-ND 2.0](#)

## What Materials Do You Need for This Course?

***This course has no textbook.*** All readings and other course materials will be made available on Canvas. You will need to invest in the following, though:

- A **computer \* (and/or cloud) folder and/or USB drive** that is devoted **only** to this class. I recommend both, frankly (see below).
  - Every bit of work you do for this class should be saved in this folder and/or on this drive. And when you receive feedback on your work, save that too. \*\*
  - Like, Every. Single. Bit. Discussion posts? Save them. Free-writes? Save them.
  - \*Only\* work you do for this class should be saved in this folder/thumb drive. If you save your math homework there, you're going to be sad when you can't find your math homework. Give that it's own whole folder.
  - Name each bit of your work something meaningful to you: 'Document4' tells you absolutely nothing about what you have saved and makes it harder to find if/when you need to revise it or refer to it later. I don't care \*what\* you call your files -- you do you. Just be \*mindful\* when you save them.
  - Back up your work. Every time you complete a new bit of work, save it in two places. This is where that second drive will come in handy. Because 'losing your work to a technology blow-out' is not an excuse for not getting your work in on time.
- Writing utensils -- pens, pencils, crayons, whatever. But there will be no pricking of fingers to write with blood for this class. I absolutely forbid it.

\* If you do not have access to a computer/laptop in your home, or have to share access among several people, there are **options**. Valencia is taking great care of its students, even in the midst of the pandemic - click that link and get yourself a laptop for no charge.

**\*\*** You never want to discard work that has been returned to you. Feedback is intended not to reward or punish you but to help you to grow to your best potential. In addition, much of the work we will do in this class is cumulative, that is, each element builds on the one before it, so that you need each element in order to make it work well.

### ***A note for those who do school work mostly or exclusively on a smart-phone:***

Researchers have discovered what you already know: a phone is a miserable, uncomfortable, and ineffective way to do schoolwork -- not only the size of the screen, but also the limited power of word processing apps, tend to lend themselves toward work that is done in a rush and with little care toward anything beyond just getting it off screen and in the assignment submission.

I know you would do better if you could. The good news is: You can! See that link above, called '[Options](#)' -- click on it ( <--- or this one right there). Get yourself some workable technology so you can do your best work!

## **How Can You Do Well in This Class?**

### **The Best Way to Study and Learn (According to Research)**

Studying is an important part of college, right?

Well... Actually...

Saundra McGuire, the Dean of Academic Success at LSU, actually recommends that you shift your focus from *studying* to *learning* (2015). Even though using the right study techniques may get you a good grade on a test, engaging in powerful learning strategies will help you really understand the content so you can use this knowledge now and in the future. By using the following strategies, you will not only make better use of your time, but also discover that your learning really increases and stays with you over the long term (and a bonus is that you'll do well on your exams too!).

1. ***Build Background Knowledge Before Reading***

Review the table of contents and chapter summary or Google the topic before reading the textbook chapters. For peer-reviewed research, read the abstract several times, then the introduction and discussion sections before reading the entire article. Building your background knowledge will increase the likelihood that you will comprehend the readings (Recht and Leslie 17).

2. ***Actively Read***

Use the 3R approach. Read: Start with a small section. Recite: Close the book and take notes. Review: Go back and reread this section, filling in notes, and highlighting if you'd like, limiting your highlighting to one to two sentences per paragraph (McDaniel et al. 518).

3. ***Mentally Organize, Visualize, and Apply Content***  
Think about how concepts are connected to each other, identify examples, use visual images, and put content into your own words (Dickinson and O'Connell 227; Gadzella and Baloglu 99).
4. ***Repackage Your Notes***  
Combine your reading and other notes using a visually effective organizational note-taking approach such as tables (the matrix approach) or concept maps (Kiewra et al. 242).
5. ***Test Yourself Often***  
Use the practice questions available online or create your own questions or flashcards with a tool such as Quizlet. Testing has been found to be one of the best ways to learn (Roediger and Karpicke 251).
6. ***Study Together and Teach***  
Students who study together outperform students who study alone. Teaching is an incredibly powerful way to learn, so find a study group member, family member, or friend who wants to learn about writing and teach them (Schwartz et al. 12)!
7. ***Seek Help***  
Discover the many resources available to you, and take advantage of these resources. Students who reach out for help do better (Strage et al. 251).

### **Works Cited**

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Strage, Amy, et al. "What Every Student Affairs Professional Should Know: Student Study Activities and Beliefs Associated with Academic Success." *Journal of College Student Development*, Vol. 43, No. 2, 2002, 246-266.

## Where Can You Get Support/Help When You Need It?

### Available Help and Support

Successful people understand that 'no one is an island' and access support from others when they need it. Valencia College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals at the college. Here's some information about (some of) the resources available to you.

#### Support Services on Campus

Resource	How to Contact
Your Professor, Dr. Debi	<a href="#">email me</a> any time, or <a href="#">Zoom me</a> M-F from 11-3
Librarians	The library offers assistance with finding and evaluating information. Visit the Valencia Libraries <a href="#">website</a> to access all the important services they provide.
Writing Center	The West Campus Writing Center is fully online, offering real-time and email consultations on your writing not just for this class, but for any of your classes. Access them <a href="#">here</a> .
Tutoring Center	Tutoring is available for a wide variety of subjects, and it's all available fully online. Check out the awesome libguide <a href="#">here</a> for more information!
SkillShops	Short seminars on a wide variety of topics. These have also moved fully online. <a href="#">Check them out!</a>
Counseling	Valencia College offers free, confidential counseling for <i>all</i> enrolled students. Call BayCare at (800)878-5470.
Tech Support	Need help with Canvas? Word? Zoom? Other tech things? Go <a href="#">here</a> .

# What Are the Rules in This Class?

## Academic Integrity

Valencia College's policy on academic integrity: *All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, acts or attempted acts of plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during testing situations, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive.* For the purpose of our class, plagiarism is defined as ***the intentional use of someone else's words, ideas, pictures, designs, and/or intellectual property without the correct documentation.*** We'll be reviewing and practicing the correct documentation in this class so that you don't ever have to worry about being accused of plagiarism just because you didn't know how to cite a source. However, if you take someone else's work and call it your own, if you create work that you allow someone else to call their own, or if you use your own work created in another class and submit it as new, you will receive a '0' for that assignment and referral to the Dean of Student Affairs for cheating.

## Participation

I want you to succeed, and I'm pretty sure you want that too. If you complete all the provided activities and still need help with something we're learning, I'm happy to help you.

If you are unable to participate in the course due to illness, family emergency, etc., please communicate with me as soon as possible in order to create a plan to complete any missed assignments so that your learning can progress in this course. In the case of a prolonged online absence, please communicate with me as soon as possible in order to create a plan for the best course of action.

## Late/Missing Work

All coursework is due no later than the date/time indicated on Canvas. Any exception must be negotiated in advance and is limited to personal or immediate family health emergencies.

***Technological crises are not an excuse for submitting work late unless Canvas is down at the time work is due.*** 10% of the possible assignment grade will be deducted from your score for every 24 hours (or increment) late, up to 3 days, after which you will get a '0.'

## Behavior

Please refer to the Student Code of Conduct in the current Valencia Student Handbook: <http://valenciacollege.edu/studentdev/CampusInformationServices.cfm> **and** to the Principles for How We Treat Each Other: <http://valenciacollege.edu/pji/principles.cfm> We all want to know that the hard work of learning is taking place in an environment where we are safe not from criticism but from hostility, not from disagreement but from disrespect. This is what we intend to

provide for you, and what we expect you to provide for others. The severity of the violation will dictate how it is addressed; most of the time I will address you individually, in private, and try to figure out what we can do together to insure it doesn't happen again. Severe offenses, though, could result in immediate (temporary) removal from the class and referral to the Dean of Students.

## Devices

**Focus is essential to learning. *Multi-tasking is bad for learning.*** When you are working on school, focus on a single subject at a time, and minimize distractions. Otherwise, you will find your learning to be haphazard and broken and things might be more confusing for you than they need to be. Some people find it helpful to study to music. That's cool. But try to make it free of lyrics, and you definitely don't want the TV going in the background.

## Communication

Periodically, I will send out class emails containing information pertinent to our class. These emails will either go directly to your **Valencia (atlas) email account or to your Canvas Inbox**. You are responsible for being aware of the content of these messages, so you will need to check your atlas email and your Canvas mail on a regular (daily) basis. If you prefer, you can elect to have your Canvas mail **forwarded** to your atlas account.

## Students with Disabilities

Students with disabilities who qualify for academic accommodations must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class; accommodations will not be applied retroactively. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The OSD on West Campus is SSB, Room 102, phone 407-582-1523.

## Withdrawal

A student who withdraws from class before the withdrawal deadline of **Oct 30 (11:59 PM)** will receive a grade of 'W.' A student is not permitted to withdraw from this class after the withdrawal deadline. If you remain in the class after the withdrawal deadline, you can only receive a letter grade or an 'I.' An 'I' grade will only be assigned under extraordinary circumstances that occur near the end of the semester, and you will need to complete an approved contract to make up the work within a specified period of time, before mid-term of the following semester. Failure to make up the course in the following semester will result in a grade of 'F' in the course.

## How Will You Be Graded in This Class?

### Grading Information

### Points Distribution

<b>Graded Item</b>	<b>Description (full descriptions provided on the next page)</b>	<b>Points Possible</b>
Citizenship	Your contribution to your own learning and to the classroom community	150 (15 weeks x 10 pts)
<b><i>Essays</i></b>		
Creating Joy in My Life	Expository essay	150
Sacred Space	Expository essay	150
Spiritual Traditions	Documented essay	200
<b><i>Other Work</i></b>		
Group Project	The Role of Joy in Making Peace	200
Reading Journals	Reflect on what you read	100 (10 x 10pts)
Everyday Joy	Write a little bit about everyday things that make you happy	50 (10 x 5pts)
	TOTAL	1000

- 900-1000 points **A**
- 800-899 points **B**
- 700-799 points **C** (*in order to receive Gordon Rule credit, you need C or higher*)
- 600-699 points **D**
- 599 and below **F**

## What are the Assignments in This Class?

### Important Things to Know about Assignments in This Class

#### *Assignment Attempts*

- You are allowed **two attempts** on all graded work
- 2nd attempt is reduced 10% from final awarded grade
- If 1st attempt isn't yet successful, come see me during **Zoom** hours so I can give you the tools you need to succeed
- You have only 48 hours between that meeting and your 2nd attempt deadline
- Failure to complete the 2nd attempt on time earns '0' on the assignment
- You've got to complete all of the major assignments (the essays and group project) because each project addresses a different skill set and if you haven't demonstrated those skills, you aren't yet ready for Comp II

## *Assignment Processes*

Each major assignment (the essays and the group project) is completed in several discrete steps. **The work you do on each step will prepare you for the next step and for the final version of the paper/project**, so it's really important to complete those steps on time. It will make the final step less daunting and gives you the opportunity to get feedback on your work in progress and ensure your work is something you can be quite proud of.

## *Turning Assignments In*

Always, always, always -- follow [MLA guidelines](#) on how to format your work. That link gives you a handy checklist, so you can easily make sure you're doing it right. And there's a **video** that walks you through how to make that format the default in Word so you only have to think about it once. :-)

## *The Assignments*

- [Creating Joy in My Life](#)
- [Sacred Space](#)
- [Spiritual Traditions](#)
- [Reading Journals](#)
- [Everyday Joy](#)
- [The Role of Joy in Making Peace](#)

## What are the Activities in This Class?

We will actually be doing a wide variety of different activities, both to reinforce readings and to give you opportunities to practice and master new skills. Sometimes we will have discussions, other times we will play games, others we'll do something completely different.

***Most classroom learning activities will involve at least one other person.*** Group pages or freely accessible software like Google Docs will provide you a place to complete activities with the help and encouragement of classmates. (Activity guidelines will provide links to wherever you need to go, regardless of the activity) Groups will change in size and make-up throughout the term, but you will always be able to access your current and past group work.

### Citizenship

Citizenship points are awarded on a weekly basis. You start with '0' and can earn up to 10 points per week, adding up to 15% of your semester grade. The activities you complete and the help and encouragement you provide your peers count toward your Citizenship score each week. To get highest marks, you will want to make sure you are on our Canvas site for at least a little bit every day (except perhaps weekends), completing the provided exercises and participating in ongoing communication with your current group-mates.

## How Much Time Can You Expect to Spend on This Class Each Week?

### Daily

To be most likely to succeed, you will want to spend a minimum of one hour each week day engaging with course content and/or your classmates or instructor. That's the barest, barest minimum, though. Two hours a day will be better, and three is ideal. ***Three hours each day will pretty much guarantee a passing grade (or higher).*** Remember: A lot of that time is time that you would spend in the classroom if we were face to face.

### Tasks

Each unit (week) contains tasks that you need to complete (including reading, activities, and assignments) to achieve the stated outcomes. Each task description provides an estimate of the time it should typically take to complete that task.

### Recommendations

- Complete all steps of a task in order and in one sitting
- ***Keep an eye on the time it takes you***
  - If it takes you a much shorter time than is recommended, you are not getting out of the work what you need to. Use the reading and study strategies listed in the



Syllabus ([How Can You Do Well in This Class?](#)) to engage more deeply with the materials and activities and get more out of them

- If it takes you a much longer time than is stated, you might need to 'Study Smarter, Not Harder' -- go back and review those reading and study skills from the Syllabus ([How Can You Do Well in This Class?](#)). Keep practicing! These skills will come more naturally the more you practice. :-)
- OR -- You might need a little extra support. Remember: There is LOTS of support out there and the people who provide it get paid the Big Bucks for doing so. See [Where Can You Get Help/Support if You Need It?](#) If you don't use them, all that money just goes to waste!

## Creating Joy in My Life

150 points (15% of semester grade)

### Due Dates

Topic Selection	T	Sep 1	midnight
Thesis Statement	F	Sep 4	midnight
Outline/Mind-Map	F	Sep 11	midnight
Intro/Conclusion	W	Sep 16	midnight
Draft One	F	Sep 18	midnight
Peer Review	F	Sep 25	midnight
Final & Reflection	F	Oct 2	midnight

### Purpose

The purpose of this assignment is for you explore fully the power and responsibility you have to create joy in your own life. In completing this work, you will:

- **(Principle 1) *Create a hospitable and accountable community*** – you will be welcoming us into things that can be very personal and trusting that we want to experience it and understand it the same way you do.
- **(Principle 9) *Speak your truth*** – you are going to share something dear to yourself, even if it makes you feel vulnerable and a bit afraid. That is the essence of speaking your truth.
- **(Principle 11) *Practice slowing down*** – you will be observing yourself, observing you're the things that make you happy, gleaning everything you possibly can. In order to do that most effectively, you will stay in the thoughts, the feelings, and the sensations, long enough to be able to articulate them.

### Outcomes

In this assignment you will:

- Compose an expository essay **(LO 1.1)**
- Write in standard American English **(LO 1.2)**
- Draw well-supported conclusions **(LO 2.1.4)**
- Articulate a considered and self-determined set of values **(LO 2.2.5)**

### Task

To complete this assignment successfully, you will need to do the following:

1. Examine the **Rubric** to gain an understanding of the expectations for your completed work.
2. Read the **materials**. These will give you the tools you need to meet assignment expectations.

3. Out of your sophisticated new understanding of what joy is and means, and how to cultivate joy in your life, based on your readings for this class so far, you will select a topic to focus on for this essay.
4. Write an essay that expands on and further explores this original topic in **750-1000 words in [MLA paper format](#)**
  - a. Create a **thesis statement** around which your essay will revolve
  - b. Create an **outline or mindmap** that includes topic sentences that directly support your thesis
  - c. Compose an **introduction** for your essay
  - d. Complete a full **first draft** of your essay, including a letter to your readers
  - e. Complete **peer review** on your classmates' essays
    - i. NOTE: This portion of the work will count toward your class Citizenship grade and not your essay grade
  - f. Complete your **final** based on feedback you received
  - g. Include a **reflection statement** (250-300 words) that summarizes the impact the readings and materials had on your work, the peer feedback you received, and the substantive changes you made to your work as a result.

### Criteria for Success

A passing essay will:

- Be in MLA format
- Have a thesis statement that clearly indicates your topic, your stance, and the direction you will head in the essay (**LO 1.1.1**)
- Have topic sentences that are explicitly connected to the thesis statement (**LO 1.1.2**)
- Have supporting details that directly address the idea they support (**LO 1.1.5, 2.1.4**)
- Have an introduction that contains the thesis statement (**LO 1.1.6**)
- Have transitions that demonstrate explicit links between paragraph topics and links to the thesis statement (**LO 1.1.7**)
- Have a conclusion (**LO 1.1.6, 2.2.5**)
- Have **750-1000 words**
- Have no more than 3 grammatical or mechanical errors (**LO 1.2.1, 1.2.2, 1.1.8**)
- Include your final reflection statement following a page-break after your essay's conclusion

## Sacred Space

150 points (15% of semester grade)

### Due Dates

Topic Selection	T	Sep 29	midnight
Free-Writes	R	Oct 1	midnight
Outline/MindMap	M	Oct 5	midnight
Intro & Conclusion	T	Oct 6	midnight
Draft One	F	Oct 9	midnight
Peer Review	M	Oct 12	midnight
Final & Reflection	F	Oct 16	midnight

### Purpose

The purpose of this assignment is to help you visualize a space that is inspiring to you. Being able to visit this space in real life can provide comfort and grounding when things are overwhelming – but being able to visualize it fully, even when you can't go there, [can do the same thing](#)! And sharing your vision can help others experience the same thing you do when you're there. While engaging in this work, you will:

- **(Principle 1)** Create a hospitable and accountable community – you will be welcoming us into your sacred space and trusting that we want to experience it.
- **(Principle 9)** Speak your truth – you are going to share something dear to yourself, even if it makes you feel vulnerable and a bit afraid. That is the essence of speaking your truth.
- **(Principle 11)** Practice slowing down – you will be observing yourself, observing your sacred space, gleaning from it everything you possibly can. In order to do that most effectively, you will stay in the thoughts, the feelings, and the sensations, long enough to be able to articulate them.

### Outcomes

In this assignment you will:

- Compose an expository essay (**LO 1.1**) [everything you did for the first essay]
- Communicate with different audiences using varied means (**LO 2.3**)
  - Use vivid details to illustrate or support your ideas (also **LO 1.1.3, 1.1.4**)
  - Use varied sentence structure to hold reader engagement (also **LO 1.2.3**)
- Write a compelling introduction that grabs the reader and sets the tone for the entire essay (**LO 1.1.6**)
- Write a conclusion that revisits your thesis, synthesizes your main points, and provides closure (**LO 1.1.6**)

- Begin to develop your own written voice within the confines of standard American English (**LO 1.2**)

## Task

1. Examine the **Rubric** to gain an understanding of the expectations for your completed work.
2. Read the **materials**. These will give you the tools you need to meet assignment expectations.
3. With your sophisticated understanding of sacred spaces based on our readings, think of a location that serves the purpose of the sacred in your life. If you do not have a sacred space, you will need to create one for yourself. You can get started with the guidelines [here](#).  
***This can be a place you visit often, or one you've only seen once. It could even be a place you've never actually been but that exists vividly in your imagination!***
4. **Free-write** a sensory description of the place – what does it look like, smell like, feel like, sound like, taste like?
5. **Free-write** a description of the 'lived experience' of this place for you – what makes it significant to you? This will generally elicit a narrative, or story, about something significant (or maybe many things) that happened to you in that space.
6. **Free-write** a description of the emotional experience of this place for you – what are the emotions attached to your senses, and to your story/experiences here?
7. Combine the above in a meaningful way into an essay that explores your own sacred space and what it means to you:
  - a. Select your **topic/location**
  - b. Complete the **free-writing/brainstorming** exercises tied to this assignment
  - c. Based on what emerges during your freewriting/brainstorming exercises, create a **thesis statement** around which your essay will revolve
  - d. Create an **outline or mindmap** that includes topic sentences that directly support your thesis and incorporates elements from your free-writes and other exercises
  - e. Write a compelling **introduction** and **conclusion** to your essay
  - f. Complete a full **first draft** of your essay, including a letter to your readers
  - g. Complete **peer review** on your classmates' essays
    - i. NOTE: This portion of the work will count toward your Citizenship grade and not your essay grade
  - h. Complete your **final** based on feedback you received
  - i. Include a **Reflection Statement** (250-300 words) that summarizes the impact the readings and materials had on your work, the peer feedback you received, and the substantive changes you made to your work as a result

## Spiritual Traditions

200 points (20% of semester grade)

### Due Dates

Topic Selection	<b>T</b>	Oct 13	midnight
<b>Annotated Bibliography</b>	<b>F</b>	Oct 23	midnight
<b>Synthesis Matrix</b>	<b>M</b>	Oct 26	midnight
Draft One	<b>F</b>	Oct 30	midnight
<b>Peer Review</b>	<b>T</b>	Nov 3	midnight
Final and <b>Reflection</b>	<b>M</b>	Nov 9	midnight

### Purpose

The purpose of this assignment is to help you gain an understanding of spiritual traditions outside your own. This is valuable because we all have different perspectives and beliefs, and coming to understand those outside our own helps us to develop empathy and helps to reduce negative assumptions or judgmental thoughts that get in the way of connecting with other humans. The more we cultivate empathy and eschew judgments and assumptions, the more joyful we will be, and the more we will share that joy with others. In completing this work, you will:

- **(Principle 4) *Practice asking honest and open questions*** – enter into the work with the intent to be transformed by what you learn.
- **(Principle 7) *Suspend judgment*** – imagine that it's possible that people could earnestly and rightly believe in something entirely different from that in which you believe.
- **(Principle 10) *When things get difficult, turn to wonder*** – research papers are hard. Learning about things that might make us uncomfortable is hard. We might want to shy away from learning. This is a place of great potential to deepen your understanding and appreciation, if you cultivate a sense of curiosity.

### Outcomes

In this essay you will:

- Write a documented essay (**LO 1.3**)
  - Recognize credible source material (**LO 1.4.1**)
  - Read expert sources and synthesize what you learn from them (**LO 1.5**)
  - Recognize information that requires documentation (**LO 1.3.1**)
  - Draw well-supported conclusions (**LO 2.1.4**)
  - Integrate your expert outside sources to support your assertions/conclusions (**LO 1.3.2**)
  - Use MLA format to create in-text citations and a Work Cited list (**LO 1.3.3**)



- Include a thesis statement, topic sentences, support, vivid details, varied sentence structure, a compelling introduction and conclusion, and transition statements that help tie all your ideas together (everything you did in the second essay) (**LO 1.1**)

## Task

To complete this assignment successfully, you will need to do the following:

1. Examine the **Rubric** to gain an understanding of the expectations for your completed work.
2. Read the **materials**. These will give you the tools you need to meet assignment expectations.
3. Select **two spiritual traditions** that are not and never have been your own from the following list:

<a href="#">Atheism</a>	<a href="#">Humanism</a>	<a href="#">Rastafari Movement</a>
<a href="#">Buddhism</a>	<a href="#">Islam</a>	<a href="#">Satanism</a>
<a href="#">Christianity</a>	<a href="#">Jainism</a>	<a href="#">Secular Humanism</a>
<a href="#">Haitian Vodou</a>	<a href="#">Judaism</a>	<a href="#">Sikhism</a>
<a href="#">Hinduism</a>	<a href="#">Neopaganism</a>	<a href="#">Confucianism, Taoism, Shintoism</a>

4. Follow the links on your two selections above to take you to **Valencia Library Research Starters** for each  
*NOTE:* You will need to be logged on to Atlas to access these links
5. Carefully **read** and **take notes** from these resources
6. Where possible, you should (virtually) attend a service for the two spiritual traditions you selected and make careful observations and take careful notes about the experience. Review the **Principles** before going and commit to abide by them while you are there.
7. Use the database that we learned about during our library visit to find at least **one more expert resource** to use in your paper that directly addresses your topic
8. Carefully **read** and **take notes** from this additional resource  
*You will likely find it helpful to email the full-text document (not just the record) to yourself so that you have a copy you can refer to throughout your writing process*
9. Review your notes and **synthesize** what you learned from all three sources into a clear thesis statement
10. Write a complete essay (**750-1000 words**) that compares and contrasts the two spiritual traditions and support your assertions using your 3 expert sources (the two provided and the one you found in the database)
  - a. Complete the **Annotated Bibliography Worksheet & Synthesis Matrix**
  - b. Compose a full **first draft** of your essay
  - c. Complete **Peer Review** on your classmates' essays  
*NOTE:* This will count toward Citizenship and not toward your essay grade
  - d. Complete your **final** based on the feedback you received
  - e. Include **in-text citations** and a **Work Cited** list with all three sources, in **MLA format**

- f. Include a **Reflection Statement** (250-300 words) that summarizes the peer feedback you received and the substantive changes you made to your work as a result

### Criteria for Success

A passing essay will:

- Be **750-1000 words**
- Be in MLA general paper format
- Be well organized, including a thesis statement, topic sentences, supporting details, and transitions that articulate the connections between ideas (**LO 1.1**)
- Use **3-4 expert sources**
- Use clear, relevant examples from your outside sources that support your own assertions (**LO 2.1.4**)
- Integrate these sources effectively into your own work using the sandwich formula consistently, including properly formatted MLA in-text citations (**LO 1.3.2**)
- Have a Work Cited page, following a break after the essay's closing paragraph, in correctly formatted MLA style (**LO 1.3.3**)
- Have no more than 1 grammatical or mechanical error (**LO 1.2**)
- Include your **Reflection Statement** after a page break following the Work Cited list

## Reading Journals

**100 points (10% of semester grade)** (10 entries X 10 points each)

### Due Dates

#1	R	Sep 3	midnight
#2	T	Sep 22	midnight
#3	R	Oct 1	midnight
#4	R	Oct 8	midnight
#5	R	Oct 15	midnight
#6	W	Oct 21	midnight
#7	R	Oct 29	midnight
#8	R	Nov 5	midnight
#9	R	Nov 12	midnight
#10	R	Nov 19	midnight

### Purpose

The purpose of the Reading Journals is to help you reflect on the readings and consider how they are relevant to you. Being able to connect the things you have read for school to things that are personally meaningful, or to other things you have learned, is an important skill for school and beyond, but can also help motivate you to persist even when texts are difficult.

### Outcomes

In completing the Reading Journals, you will:

- Develop and strengthen critical reading skills (**LO 1.5**)
  - Identify main ideas and supporting details (**LO 1.5.1**)
  - Recognize overall patterns of organization (**LO 1.5.2**)
- Write in standard American English (**LO 1.2**)
- Analyze data, ideas, patterns, principles, and perspectives (**LO 2.1.1**)
- Draw well-supported conclusions (**LO 2.1.4**)
- Recognize information that requires documentation (**LO 1.3.1**)
- Integrate source materials into an essay (**LO 1.3.2**)
- Use a recognized documentation style, which includes in-text citations and a works cited page (**3.3**)

## Task

Each Reading Journal will require the following components:

1. **Read** the question prompts below to guide your thinking as you engage in reading or viewing the materials.
  - [for each journal, you will be given a set of questions to help guide your thinking and note-taking while you read/view]
2. **Read (or watch)** the following, using your best college reading skills:
  - [for each journal, you will be given a list of readings and/or videos to engage]
3. Complete the **Summary Table**.
4. Using your completed Summary Table, **write a summary** for each source that *encompasses the thesis and support*. Summaries are typically two to three sentences.
5. Complete the **Synthesis Table**.
6. **Write an essay in MLA format** that addresses at least one of the themes you identified and references at least two of the readings or videos for the unit.

## Criteria for Success

A passing Reading Journal will:

- Demonstrate comprehension of the overall message of each reading in the form of an accurate, complete, concise summary for each
- Demonstrate an understanding of connections/themes between materials through a completed synthesis matrix
- Include a **350-500 word essay** that:
  - Uses the reading materials effectively to support your own original conclusions (identification of themes)
  - Uses **MLA format** for general page structure and for citations in-text and a Works Cited list
  - Has no more than one (1) grammatical or mechanical error

## Everyday Joy

**50 points (5% of semester grade)** 10 entries X 5 points each

### Due Dates

#1	M	Aug 31	midnight
#2	T	Sep 8	midnight
#3	M	Sep 14	midnight
#4	F	Sep 25	midnight
#5	M	Sep 28	midnight
#6	M	Oct 12	midnight
#7	M	Oct 26	midnight
#8	M	Nov 2	midnight
#9	M	Nov 9	midnight
#10	M	Nov 16	midnight

### Purpose

The purpose of this series of assignment is to help you focus on things that make you happy. When you feel good, you do better work -- it's easier to learn, and more fun, and the work is more satisfying.

- **(Principle 1)** Create a hospitable and accountable community – you will be welcoming us into the little things that make your heart sing and trusting that we want to experience it and understand it the same way you do.
- **(Principle 2)** Listen deeply – you'll be observing the world around you, experiencing it in ways that you are perhaps not accustomed to. This takes focus, it takes action, it takes open-ness and a willingness to hear and experience what is there rather than what you think should be there. To experience your own joy and 'hear' what it means inside yourself.
- **(Principle 9)** Speak your truth – you are going to share something dear to yourself, even if it makes you feel vulnerable and a bit afraid. That is the essence of speaking your truth.
- **(Principle 11)** Practice slowing down – you will be observing yourself, observing you're the things that make you happy, gleaning everything you possibly can. In order to do that most effectively, you will stay in the thoughts, the feelings, and the sensations, long enough to be able to articulate them.

### Objectives

In completing this activity, you will:

- Formulate thoughts through the process of writing
- Grow more comfortable expressing your thoughts in writing

- Increase your expertise in writing by focusing on something that makes you feel good
- Practice staying current with current work through small, low-stakes, fun assignments
- Increase access to the creation/invention centers of your brain
- Share your work with others in a supportive environment, where it will only be appreciated, not criticized
- Improve your writing through the process of writing

## Task

1. Work daily to observe the world around you, all of your environments, with open eyes and an open heart, looking for things that make you feel good.
2. Keep a little notebook with you at all times, or an app on your phone or device, where you can note all of the little (and big!) things that bring a smile to your heart, ***right when they occur.***
3. Write around 100 words about one of those things on your group JoyBoard.
4. Come up with a Subject line that gives an indication of what your post is about and entices your peers to read it. This rules 'Everday Joy #' right out, yes? **Yes.**
5. You may "like" others' posts if you feel the urge to do so, but it is not required.
6. You are encouraged, but not required, to respond to others' posts.

## Criteria for Success

- Addresses the prompt
- Completed by due date



# The Role of Joy in Making Peace

200 points (20% of semester grade)

## Due Dates

Pre-Project Self-Assessment	T	Nov 3	midnight
Team Agreement Worksheet	W	Nov 4	midnight
Project Proposal Worksheet	F	Nov 13	midnight
Process Report 1 Assessment	T	Nov 17	midnight
Process Report 1 Reflection	W	Nov 18	midnight
Process Report 2 Assessment	W	Nov 25	midnight
Process Report 2 Reflection	M	Nov 30	midnight
Final Product	M	Dec 4	midnight
• Project & Presentation	T	Dec 5	
• Team Portfolio			
• Individual Portfolio			

## Purpose

Throughout the semester we have explored the concept of joy from many angles. We know, and hopefully have practiced, how to bring joy into our own lives. Now it's time to take that inner joy we have cultivated and expand it out into some small part of our world.

The purpose of this assignment is to help you become familiar with the role of joy in making peace. In completing this work, you will engage with each and every one of the [Principles for How We Treat Each Other](#). Group work is complicated – it requires warmth, compassion, patience, other-respect and self-respect, curiosity, and many other qualities that are embodied in the Principles.

## Outcomes

In completing this assignment, you will:

- Synthesize information from a variety of sources to compose an articulate, well-organized, concise, attractive product (LO 1.1, 1.2, 1.3, 1.4, 1.5)
- Think clearly, creatively, and critically (LO 2.1)
- Analyze data, ideas, patterns, principles, and perspectives (LO 2.1.1)
- Make reasoned judgments and responsible commitments (LO 2.2)
- Work with others toward a common, mutually determined goal (LO 2.3, 2.4)
- Identify your own strengths and need for improvement as a communicator (LO 2.3.1)

- Use methods of communication appropriate to your audience and purpose (**LO 2.3.2**)
- Implement effective problem solving, decision making, and goal setting strategies (**LO 2.4.2**)
- Act effectively and appropriately in various personal and professional settings (**LO 2.4.3**)
- Assess the effectiveness of personal behavior and choices (**LO 2.4.4**)
- Respond appropriately to changing circumstances (**LO 2.4.5**)

## Task

To complete this assignment successfully, you will need to do the following:

1. Examine the **Rubric** to gain an understanding of the expectations for your completed work.
2. Read the **materials**. These will give you the tools you need to meet assignment expectations.
3. Select 2-4 classmates to work with on this project
4. Complete **Pre-Project Self-Assessment**
5. After exploring [actionforhappiness.org](http://actionforhappiness.org) together with your team, come to a consensus on your narrowed topic (remember: it must be clearly connected to 'the role of joy in making peace' in your final product)  
*\* Check the last page of this document (or scroll all the way down) to get some ideas for ways you might approach this \**
6. Together, complete the **Team Agreement Worksheet**
7. Together, complete the **Project Proposal Worksheet**
8. Together, present your Project Proposal to the class and solicit feedback
9. Individually, complete **Process Reports 1 & 2 (Assessment & Reflection)**
10. Together, complete the project, according to the plan you revised based on the peer feedback you received.
11. Must include a collaborative written component: **750-1000 words**, MLA format
  - a. Must provide context for your work, expanded from your Project Proposal
  - b. What you did in your project:
    - i. Who was your audience?
    - ii. What did you do to reach them?
    - iii. Did you reach them? If so, what was the audience response? If not, how might you more effectively reach them?
  - c. What were the results of your project, and what do those results mean?
  - d. What did you learn from your project, and why does it matter?
12. Together, present your final project – your team will be assigned a date of either Dec 4 or Dec 5
13. Individually, complete your **Individual Portfolio**, including your **Final Team and Self-Assessment**

14. Together, complete your **Team Portfolio**, including the **Project Completion Worksheet**

**What you will turn in:**

***Individual Portfolio***

- **Individual Portfolio** cover page
- **Process Report One Reflection**
- **Process Report Two Reflection**
- **Final Team and Self-Assessment**

***Team Portfolio***

- **Team Portfolio** cover page
- **Team Agreement Worksheet**
- **Project Proposal Worksheet** (including all **Pre-Team Project Self-Assessments**)
- **Process Report One Assessments** (anonymous)
- **Process Report Two Assessments** (anonymous)
- Written component of the project itself, including any relevant links to other materials
- **Project Completion Worksheet**
- Any additional artifacts (meeting notes, project documents, etc.)

**Criteria for Success**

***Project Proposal***

*An approved project proposal will:*

- Have all sections completed on time and in full
- Demonstrate an understanding of issue and audience by providing a persuasive argument, backed by research, for the relevance and usefulness of your proposed project
- Demonstrate team critical and creative thinking
  - Predict potential barriers based on initial self-assessments and other factors
  - Plan skillful solutions/interventions for those potential problems
  - Effectively identify, break down, and delegate project tasks
  - Set goals that are challenging but realistic given time frame, resources, etc.

- Synthesize all of your discoveries and reflections into a proposed product you can share with a specific audience to help them see the connection between joy and making peace

### ***Team Portfolio (20 points)***

*A passing team portfolio will:*

- Have all components present and complete, including cover page
- Demonstrate, through assessments, reflections, and reports, the team's ownership, pride, and willingness to go beyond the obvious to address issues
- Demonstrate a cohesive 'group voice' that reflects all members but is distinct as a whole
- Demonstrate proper use of MLA format at all times
- Have no more than two (2) grammatical or mechanical errors
- Be organized and attractive
- Reflect the work of all team members

### ***Individual Portfolio (20 points)***

*A passing individual portfolio will:*

- Have all components present and complete, including cover page
- Through assessments, reflections, and reports, display self-awareness, integrity, and ownership of the project
- Demonstrate willingness to be transformed by new information
- Demonstrate proper use of MLA format at all times
- Have no more than two (2) grammatical or mechanical errors
- Be organized and attractive

### ***Individual Contribution (80 points)***

*A passing individual team member will:*

- Through self-assessments, team assessments, and reflections, demonstrate understanding and buy-in to team goals for the project
- Be willing to express your thoughts, feelings, and ideas
- Trust your team-mates, and be trustworthy
- Be comfortable voicing your differences and objections, and willing to work with your team to overcome them
- Give and receive help from your team-mates
- Involve yourself in team decision making

- Be flexible and ready to change group procedures in response to new situations
- Make sure your abilities, knowledge, and experiences are used to enhance the project
- Go above and beyond in completing tasks on time and that are high quality
- Embody the idea of 'serious play'

### ***Final Project (80 points)***

*A passing final project will:*

- Have a clear thesis and well-organized support
- Be creative, attractive, and professional
- Include at least five (5) major, connected ideas and their implications
- Convince a specific audience that the work you are advocating is worth the effort they will expend
  - Demonstrate awareness of audience perspective
  - Understand what audience *can* and *will* reasonably do
- Go beyond the simplistic and incorporate analysis, examples, & other evidence of critical thinking and engagement with the project
- Be published in an authentic public forum. For example, you might post in a moderated community online like Reddit; conduct a Skillshop at Valencia; etc.
- Be accessible
  - Include transcript of any spoken words
  - Include alt-text description of any graphics or images used
- Contain no more than two (2) grammatical or mechanical errors
- Incorporate proper MLA format throughout
- Include a well-rehearsed presentation of your work to your classmates

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The possibilities for how you might approach this project are nearly infinite, as long as you include a collaborative written component and address the role of joy in making peace.

Some examples of approaches you might take:

- Conduct an experiment to determine for yourselves the benefits and drawbacks of smiling at strangers as a way of life. Include research on the effects of smiles in a variety of situations, design and carry out your surveys or observations, keep notes of your results, write them up and then discuss their meaning in terms of the research you already did and what you discovered.
- Volunteer as a group at a site that is important to all of you and contextualize the experience. Research might include history of the site, effects of volunteering on volunteers and recipients in general and in the particular area/focus you did your volunteer work (i.e., if you volunteer at an LGBTQIA+ center, you'll research volunteering in general and volunteering among that community). Discuss what you discovered from your own experiences and in terms of the research.
- Create a 'zine that you can distribute in the real world that contains short researched and experiential articles you wrote on the connection between joy and peace. Note and reflect on public response to the work. (Of course, the research and writing workload needs to be shared equitably among team members.)
- Write and perform a play that engages with the topic but also brings joy on its own, through humor, compassion, etc. Demonstrate your deep understanding and appreciation of the topic through the research you bring in, the quality of insights you express, and the polish of the presentation.

This is certainly not an exhaustive list – it's just a springboard from which I encourage you to launch. I want you to engage in some 'serious play' here – be as creative as it is possible for you to be – and more!



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