



## Formal Writing Assignments

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## Assignments in Biology

### Avian Biology Writing Assignment 2

Department Memo

Article: Stolzenburg, William. 1990. Seabird sales pitch. *Science News* 138: 136-139.

**Situation:** You are employed as a conservation biologist for a state wildlife agency. In your state, Black Skimmers (*Rynchops niger*, a colonial breeding seabird) are listed as a threatened species, and you are in charge of their management plan. Black Skimmers typically nest on beaches, and the largest breeding colony in your state nests on a popular recreation beach. This colony experiences very little successful reproduction because of the repeated disturbances by humans and domestic animals. Three years ago, as part of a management plan for this species, you arranged for the state to purchase a small offshore island and manage it for colonial nesting seabirds. The island appears to provide ideal Black Skimmer nesting habitat. Unfortunately, no Skimmers have nested on the island since it was purchased by the state. The newspapers are running articles about wasting money on an island Black Skimmers will not use, the governor's office wants to see some results, and the Skimmer population keeps declining. You read an article in *Science News* about attracting colonial seabirds to new sites and decide to try this technique on your Skimmer population (they nest on the surface, not in burrows).

**Assignment:** Write a one-page memo (maximum length) to your department outlining the proposed technique; explain why you want to spend department funds trying it, what will be required (manpower, materials, etc.), how you will evaluate the results, and set up a meeting to discuss your plans. Write in complete sentences and proofread.

## Assignments in Chemistry

### Chemical Principles--Honors

Many students in Introductory chemistry courses fail to connect their classroom knowledge with the world around them. For several years I have required a short research paper of the students in Chemistry 221 in which they are asked to analyze some topic in terms of the fundamental chemistry involved and/or to make a recommendation for action based upon their analysis.

The intent has been to help them learn that the chemistry they are studying is all around them and that it has important ramifications. The practice has too often been a “midnight wonder,” a cursory and hurried summary of an article they have found but not really digested.

This year I took a cue from the Science/HASS/Honors-sponsored critique of writing workshop and reused my assignment in two principal ways. First, I made the assignment more explicit. Second, I asked for, and discussed in class, intermediate drafts during the term. The results were much more thoughtful and better constructed papers. As a major by-product, the students in the class learned something from what their peers had studied rather than my being the only beneficiary.

I found that intermediate drafts dramatically improved the quality of the major paper required of my LAS 125 students as well. Though some took exception to the structured nature of the assignment which resulted, saying that I should be concerned only with the final product, the students received so much more feedback and the results were so much improved over previous terms that I will continue the practice in the future. I will try to accommodate some of the student concerns, if I can.

The assignment for my chemistry class follows.

#### WRITING ASSIGNMENT

Chemicals are often seen by the general public at present in a very negative light. “Contains no chemicals,” for example, is a fairly common advertising statement meant to enhance a product’s appeal.

Describe one area in which chemicals are implicated in a negative sense. Analyze the problem with reference to the following questions.

Is the problem real?

If so, what are possible and practical solutions or alternatives?

If not, what is the basis for the poor image of chemicals in this instance and how can that be overcome? Support any assertions of fact through appropriate citations

Select a sufficiently narrowly defined problem to which you can respond adequately in 4-6 pages with an absolute maximum of 10 pages. "Pollution" is clearly too broad; "Pesticides" is probably too broad. "Alar and related chemicals" is more likely appropriate. Write your paper in such a way as to persuade a skeptical friend or relative of the soundness of your position

You are to submit intermediate responses to this assignment on the schedule indicated:

Oct. 5	topic and 1 major source of information
Oct. 19	detailed outline and all major sources (for peer group discussion)
Nov. 2	complete draft for peer review
Nov. 16	completed paper due

The final paper is to be presented in computer printed form. Accordingly, it is to your advantage that earlier drafts are also computer prepared. If you are not familiar with the use of computer in paper preparation, inquire at any of the campus computer stations, especially the Writing Center. There you can get some substantial assistance with preparation of your paper as well, if you wish.

Grading of the paper will be accomplished with the following grid:

Problem is well defined and clearly stated:	2 4 6 8 10
"Reality" or "non-reality" of the problem is well defended:	2 4 6 8 10
Solution to the problem is well conceived and supported:	2 4 6 8 10
Writing	
organization :	1 2 3 4 5
clarity and style:	1 2 3 4 5
grammar, usage, mechanics:	2 4 6 8 10

## Assignment in Core

### Core 101 H. WEST First Essay

#### Guidelines

- The essays are to be 1200 - 1500 words (4 1/2 to 6 pages in length)
- They should have a common typeface (no bigger than 12-point, no smaller than 10-point), be double-spaced, and have one-inch margins.
- Do *not* put your name on the front of the essay. I do not want to know whose essay I am reading. After the last page of the essay put a blank page; then attach, *backwards*, a sheet with your name on it.
- Do *not* consult any sources other than the text ("Genesis") you are writing about. The point of the exercise is to work on interpreting by yourself.
- Your essays are due **Tuesday, September 17, at 5:00pm** in my mailbox in the History Department office. NOTE: They are *not* due at class time Monday. Remember, you have a reading assignment due then--budget your time carefully.

#### Topic

"Genesis" tells two stories of bitter rivalries between women--Sarah vs. Hagar, Rachel vs. Leah--about which we would be hard put to say that the nicer lady wins. What meanings should we attach to these stories of female competition? What do they say about the Hebrews understanding of themselves, of their relationship to God, and of women's roles in that relationship? Be sure that your analysis is based on close study not only of the women's relationships with each other, but of their relationships with their husbands and children and anyone else who enters their lives.

### Second Essay

#### Guidelines

- 1200 - 1500 words in length
- Double-spaced, one-inch margins, 10-12 point typesize
- Blank sheet at the end, followed by name, etc., in reverse
- No consulting other sources
- Papers due Tuesday, October 3, at 5:00pm in my mailbox in the History Department

#### Topic

Write on ONE of the following:

1. In one place (chapter 5, verse 44), in his gospel, Matthew has Jesus say, "Love your enemies and pray for those who persecute you." A few pages later (chapter 10, verse 34) he has him say, "Do not think that I have come to bring peace to the earth; I have not come to bring peace, but a sword." Convince me as best you can that this does not make Matthew's portrayal of Jesus hopelessly contradictory. Be sure to base your case on a careful reading of the surrounding passages and on the whole book of Matthew.
2. Both Jesus (Matthew 20:1-16) and Muhammed (pp 216-217) try to explain God's relationship to humans in parables of men taking care of vineyards. Compare and contrast these parables. How are they similar? How are they different? Which are more significant, the similarities or the differences?

## HOW TO WRITE FOR PROFESSOR WEST

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### **1. Go over your texts carefully before you settle on your views and begin to write.**

Take careful and extensive notes. You won't be able to rely on your memory, and you will need every bit of evidence to get things right. Good interpretation arises from close reading of what is on the page.

### **2. Have a thesis to present about your texts and announce it at the beginning of the essay.**

Your whole essay will then be an attempt to convince us that what you say is true. Be sure that your thesis is not a statement of fact, but of interpretation, and contains some hints about why you think it's so. We need to know where you're headed and for that we need some sense not just of what your case is, but the basis for it.

### **3. Don't start with a cosmic or narrative introduction.**

Don't talk about the course of human history or the nature of life or the great importance of this text or the life of the author, etc. Introduce the specific issue that's being dealt with here. Try to construct the introduction so that it is inviting and clarifies the problem presented. Make the reader want to roam around the text.

### **4. Support your case with specific, detailed evidence from the text.**

You must confirm your thesis by giving us the evidence. The evidence lies in the pages of the book you are talking about. You have to show it to us in appropriate detail. You must always finish the job of showing us what the evidence is saying: don't just quote a passage and leave it hanging. Tell us what it's about and its relevance to the point you are making.

### **5. Stick to the issue at hand.**

You have one job, to prove your thesis, and your whole essay must be devoted to that task. Don't get distracted by ancillary or irrelevant issues. Keep asking yourself, what does this have to do with the problem at hand?

### **6. Carry your reader along with you.**

Make sure I know where you have been and where you are going. The secret to this is building paragraphs properly. Each paragraph should develop a specific idea, and the first sentence or two of a paragraph should provide a transition from the previous paragraph and announce what the coming paragraph is about. I should be able to see by reading the first sentence or two of each paragraph where you are headed with your argument. Remember, you are analyzing, not narrating: your paragraphs should begin with the next stage in your analysis, not with some story that might eventually lead up to your analysis.

### **7. Don't conclude with a rehash of your introduction.**

By the time you get that far, I am supposed to be wiser than I was at the beginning. Take that into account and make the conclusion not just a review, but a final illumination -- something that shows the broader implications of what you've been demonstrating.

## Assignments in Core (continued)

### Core 101, Section 25 Topic For Paper #2 Dr. Scott T. Allison

In *Civilization and Its Discontents*, Freud states that it his intention “to represent the sense of guilt as the most important problem in the development of civilization and to show that the price we pay for our advance in civilization is a loss of happiness through the heightening of the sense of guilt” (p. 97). Compose a paper in which you (1) indicate what Freud means by this statement, and (2) compare and contrast how the following three individuals would respond to the statement: Macbeth, Rousseau, and Shostak.

The first draft of this paper, worth 5% of your grade in this course, is due on Friday, November 18. The paper should be no longer than 5 typed double-spaced pages in length. You will again meet with your Writing Fellow, who will provide your with written suggestions for improving your first draft. As with the last paper, you are in no way obligated to act on the Writing Fellow’s suggestions. The final draft of your paper, worth 10% of your grade in the course, is due in class on Wednesday, December 7.

Please see me if you would like some guidance or feedback regarding this assignment.

#### WRITING ASSIGNMENT, NO MORE THAN TWO TYPED PAGES, DOUBLE-SPACED

It has been said that the gospels of Matthew and John were written for distinct audiences. Describe the type of person to whom you think each gospel would appeal. Identify two or three personality traits for each type of person, then support your claim by citing passages from the gospels. An effective essay will explain clearly how the passages you select are related to the personality traits you’ve identified.

#### WRITING ASSIGNMENT, NO MORE THAN TWO TYPED PAGES, DOUBLE-SPACED

React to ONE of the following pairs of quotes, incorporating at least two items of terminology from Nietzsche’s *Genealogy of Morals* into your reaction. Identify the pair you choose by typing the authors’ names at the top of your paper, e.g. Paul/Nietzsche.

\*\*\*\*\*

Then everything includes itself in power,  
Power into will, will into appetite;  
And appetite, an universal wolf,  
So doubly seconded with will and power  
Must make perforce a universal prey, ...

Shakespeare, *Troilus and Cressida*

It is the nature of desire not to be satisfied, and most men live only  
for the gratification of it. The beginning of reform is not so much to  
equalize property as to train the noble sort of natures not to desire



more, and to prevent the lower from getting more.

Aristotle, *Politics*

\*\*\*\*\*

A state is not a mere society, having a common place, established for the prevention of mutual crime and for the sake of exchange.... Political society exists for the sake of noble actions.

Aristotle, *Politics*

Who will attain anything great if he does not possess the strength and will to inflict great suffering? Being able to suffer is the least thing: . . . even slaves often attain mastery in that. But not to perish of inner distress and uncertainty when one inflicts great suffering and hears the cry of this suffering —that is great, that belongs to greatness.

Nietzsche, *The Gay Science*

\*\*\*\*\*

Dearly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord. Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head.

Paul, *Letter to the Romans*

... that man be delivered from revenge, that is for me the bridge to the highest hope.

Nietzsche, *Thus Spoke Zarathustra*

\*\*\*\*\*

In your introductory paragraph, identify the items from Nietzsche that you will be discussing. In the subsequent paragraphs, explain how these items are related to the pair of quotes you chose in a way that demonstrates your understanding Nietzsche's ideas. I don't expect you to develop a detailed argument leading to a conclusion, so you need not work to contrive a conclusion to your essay.

#### FINAL PAPER FOUR - SIX TYPED PAGES, DOUBLE-SPACED

The problem of how our society deals with criminal offenders has received much attention recently, particularly in Richmond where the number of murders per year per capita has climbed to among the highest in the nation. In your paper, discuss one of the following proposals which are either in place or under consideration in Virginia: mandatory sentencing, abolishment of parole, "three strikes you're out" laws, or capital punishment. Issues of crime and punishment have been fairly prevalent in our Core Course readings thus far, so you'll want to include relevant ideas from at least two and at most three of those readings in your paper (don't use only *Matthew*, *John*, and *Genesis*; that would not allow for enough perspective, I think). It seems likely that you'll want to describe a purpose (or purposes) for the punishments related to the specific crimes you consider, and that you'll want to take a position for or against the proposal you choose to discuss. Let me know if you have another plan for your paper.



## Assignments in Core (continued)

### Bak/Fall 2002 FIRST ESSAY ASSIGNMENT

**Topic:** In Naguib Mahfouz's novel *Fountain and Tomb*, the narrator learns about human nature and local culture by listening to the tales told in the alley. A number of these tales are stories of ill-gotten gain. The tale of Ghanam Abu-Rabyah (chapter 59) is one such story and the tale of Hag Ali Khalafawy (chapter 62) is another. What might our narrator learn about human nature and local culture by comparing the tale of Ghanam with the tale of the Hag?

Remember that there's no single right answer to this question, only some answers that are more thoughtful than others, and better supported by evidence from the text. Your thesis will be entirely your own.

#### Guidelines

- x You are *not* to consult any sources other than the novel. The purpose of the assignment is to help you develop your ability to analyze a text on your own. Your essay will be an exploration *of the text*, so *write only about what is in the text*. You will need quotes from it as evidence for your claims, but keep the quotes short enough so they don't write the paper for you. Provide page references in parentheses *in proper form* (e.g., Ashur "feels watched, subjugated, stalked" (66). Note the order in which quotes, page reference and punctuation go.
- x Before you begin work, review the last page of your master syllabus on Core Course Expectations: specifically, how much time to set aside for writing, standards by which your writing will be judged, and examples of excellent Core Course essays on the Web.
- x To help you get the hang of writing a Core essay, this first one will be due in three stages. The **first stage** will be your thesis and the steps in your proposed argument. It should be a full page in length and is to follow the model provided in the handout on thesis and argument. This **first stage** of your essay is **due in my office by 3 p.m. on Tuesday, September 10**. To complete this first stage properly, you will have to spend substantial time carefully gathering **all** the relevant evidence from the text and looking for patterns; only then will you be able to construct an effective thesis and argument.
- x The **second stage** will be your *revised* thesis and argument, reworked in light of my comments on your first submission. This stage will be **due in my office by 3 p.m. on Thursday, September 19**. Please attach the first stage with my comments.
- x The **third stage** will be your completed essay (4-5 pages in length). It is **due at the start of class on Thursday, October 3rd**. The quality of the final essay determines your grade.

- x Please pay careful attention to the following directions, as I will return ungraded any essay that does not follow them. Use Times New Roman in 12-point font, and double space with one-inch margins. Professional presentation is expected. I cannot accept essays that are untitled, unstapled or missing page numbers, nor can I accept essays above or below the required length. Add a blank page at the end for my comments. Do *not* put your name on the front of your essay. I want to read all final essays anonymously. Put your name only on the *back* of the final page.
- x Computer problems are no excuse for late work. It is your responsibility to begin early enough to allow time to resolve them. For your own protection, always save your work frequently on both hard disk and diskettes. Keep paper copies as well.
- x Remember that our Writing Fellows are there to help you turn in your most polished work. You will be at a disadvantage if you do not make full use of their help. They have been instructed to help you express *your* ideas in language that is correct, clear, and coherent, not to evaluate your interpretations of the text. By the time your essay comes to me, it should be reasonably clear and coherent, and free of mechanical errors, so that I can focus my attention where it belongs: on your interpretation of the text and the originality, sophistication and cogency of your argument.

**Final Paper**  
**Due no later than 5pm, Wednesday, December 21**

Choose ONE of the topics below for a 3 - 5 page paper.

1. One of the five pillars of Islam is pilgrimage. Certainly the destination (Mecca) is important here, but I am interested not so much in the destination as in the journey itself. What part do journeys play in human experience? That's a big question for a short paper, but perhaps you can reflect on this question and respond to it in light of two or three of the journeys about which we've read. The journeys of Milkman, Odysseus, Dante, Joseph and his brothers, Jesus, and even of Mahfouz' narrator come to my mind as possibilities.
2. From Adam's naming of the animals in the Garden of Eden to the city councilmen's inadvertent naming of Not Doctor Street in Not Detroit, the question of what's in a name and the issue of who has the power to assign names or to define terms surfaced in Nietzsche and stayed with us through the semester. Discuss (using two or three texts we've read) ways in which these issues are important to the human experience of both individuals and groups.
3. Under a "black billowing cloud," the people in episode 58 of *Fountain and Tomb* hold hands with strangers. It seems that humans may always be forced to respond to disasters (whether natural or man-made), in spite of Freud's hope that civilization might relieve us of the burden of that experience. Here's your chance to use the terms "libidinal ties" or "oceanic feeling" in a paper about human responses to disaster situations.

## Assignments in Core (continued)

Dr. K. Hewett-Smith

Core 102

### **Paper Assignment #2: Due Thursday, March 27, at the beginning of class**

Write a 6-9 page critical analysis in which you consider **one** of the following topics:

- Kuhn speaks of scientific "revolution" and Augustine of religious "conversion." How similar or different are their conceptions of intellectual transformation? Are these two words, as Kuhn and Augustine use them, interchangeable? Do they name models of change that are identical or significantly different?
- Kuhn describes major and fundamental transformations in the state of science in what might seem to be "unscientific" terms: departures from conventional logic, "leaps of faith," etc. Augustine, on the other hand, describes a major and fundamental transformation of a soul (his own) in what might seem to be "unreligious" terms: a rigorous process of logical and empirical investigation that ultimately allows his mind to conceive God and God's creation in a rationally consistent way. Discuss the roles played by and the relationship between faith and reason in Kuhn's and Augustine's accounts of the transformation of knowledge.

## Assignments in Core (continued)

J. Bak

### SAMPLE THESIS AND ARGUMENT FOR A CORE ESSAY

Below is an example of the form to follow when you submit the first stage of your Core essay. This stage should be about a page in length. It will give me your thesis and the steps in your proposed argument. To find your thesis and argument:

- Gather all the relevant evidence from the text you're working on (quotations or notes with page references).
- Look for patterns: each pattern you see becomes one of the claims or points in your argument.
- Arrange your points in logical order and write a thesis paragraph that introduces each of them.

I'll return this stage to you with comments and suggestions. Then when you go to draft the body of your essay, you'll be able to use each point as the beginning of a paragraph. The rest of each paragraph will develop your point by adding and explaining your evidence.

As you read the sample below, note that your thesis should go straight to the question assigned and lay out exactly what you plan to prove, just as if you were a prosecutor making your opening statement to a jury. Note too that each step in your argument should take up one point introduced in your thesis and expand it. The order of the points matters: they carry your jury with you from one logical step to the next.

#### Sample Question

In Nahguib Mahfouz's novel *Fountain and Tomb*, the narrator recounts his experiences growing up in an alley in Cairo, where each of the people he meets adds to his knowledge of human experience. Consider the stories of Ashur Iddenf in chapter 45 and Saqr Mowazeeni in chapter 48. What meanings might the narrator derive from comparing the stories of Ashur and Saqr?

#### Sample Thesis

In Ashur Iddenf and Saqr Mowazeeni, the narrator of Mahfouz's novel *Fountain and Tomb* encounters two very different men whose lives take very different paths. Ashur defies social convention whenever it stands in the way of pleasing himself. He is a poor man who feels he has little to lose. Saqr Mowazeeni, on the other hand, adheres to social convention at all costs. He comes from a respected family of relative wealth and desperately clings to the rules for respectability. Yet Ashur and Saqr have one marked trait in common—their selfishness. Both men sacrifice the happiness of their families to their own selfish desires, and both men end up unhappy and alone. The narrator would find that both stories warn of the follies of selfishness and the loneliness that awaits those who fail to value family.

#### Sample Argument

1. Ashur is too poor and too miserable to let social conventions stand in his way. He's willing to do what no one else has ever done in order to go after each of his desires....
2. Saqr Mowazeeni comes from a respected family and cannot bring himself to risk his social status by challenging social conventions, even though they severely constrain his life....
3. Although Ashur defies social conventions while Saqr holds on to them at all costs, both men are alike in their willingness to sacrifice their families to their own selfish desires....
4. Ultimately neither man finds happiness in the choices he makes. Ashur only finds that each time he satisfies one desire, another springs up in its place. Once he has wealth, he wants independence instead.... Saqr gives up his dreams to save his pride and his status, only to lose them as well....
5. What the narrator might take away from comparing the stories of Ashur and Saqr is the knowledge that unhappiness can come with both poverty and wealth, both high status and low, both defiance of social conventions and obedience to their dictates. But unhappiness is only likely to increase with selfishness, and loneliness awaits those who put their own desires above the bonds of family.

## Assignments in Dance

### GUIDELINES DANCE RESEARCH PAPER

Here are a few things for you to include when writing your research paper. It is important for everyone to know these things that must be included, as this will save you time and hopefully extra work later.

Make sure your topic is not too broad. Be sure to find a point of view and determine the purpose of your paper when researching a biography, historical event or piece of choreography. Don't try to cover too much in a five-page paper. On the other hand be sure there is enough material to support the five-source, minimum five-page requirement. It is essential that you do preliminary reading in order to evaluate a topic for consideration. Some of the ways this can be done is by looking at the International Encyclopedia of Dance, INFO-TRAC, or going to the dance collection in the stacks at the library.

1. Every paper must have a thesis, a single major point. It should provide the reader with the focus of the paper and serve as a unifying aspect of the paper. The thesis will help you see where you are heading with the paper. A good thesis often answers the questions "How?" and/or "Why?" The thesis should be included in the research assignment/bibliography, optional first draft and this statement may be revised as you write the paper but it must be stated as a single sentence in the introduction of the final draft.
2. Make sure your paper is organized with a beginning, middle and end. The beginning should tell the reader from the onset where you are going. The middle then would be a review of literature, supporting the thesis. The end is a few concluding paragraphs, summarizing the paper's main points very briefly, with a statement of conclusion.
3. The style of the paper is important. This is a formal paper and it should not be written in the first person. Do not use jargon and do explain terms not familiar to a general reader. Write the paper as if the reader is not a specialist on the subject.
4. Make your title interesting. It should suggest your thesis. Include your title in the research assignment/bibliography, in the optional first draft and final draft/works cited. Refer to the MLA style section of Citing Sources on the library web page.
5. All papers must be typed, double-spaced, and include the list of works cited. The paper should be standard twelve font using one-inch margins on all sides. Do not justify the right margin. Papers must be stapled in the upper left corner and the complete pledge must be written in full, signed and included on the title page. Since a title page is required it is not necessary to include title, name, date or course on the first page of text.

6. Remember that five sources must be cited. Only list references actually cited, with the author's name in alphabetical order. Make sure to document all sources, direct quotations, paraphrases and any information and ideas that are not your own.

A minimum of 5 sources will be cited:

- At least 1 from the International Encyclopedia of Dance
- At least 1 journal article
- At least 1 book (hard text)
- At least 2 of your own choosing

Be sure you use the MLA style. All information must be cited that is not common knowledge or your own ideas in the bibliography, which becomes Works Cited on the final draft.

7. Use parenthetical citation (internal citation).

8. How do you evaluate or rate a web site? Consider the following questions as you use various web pages on the Internet. Remember the currency, quality and the authority of any information resource is crucial.

Do not believe everything you read. People can create fiction on computers as easily as they can in print or aural media.

Who wrote or compiled the information?

What is their authority to write or speak on this topic?

Who is providing the information or sponsoring the web site?

Do they have a vested interest in a particular point of view?

How up-to-date is the information in the resource?

How accurate is the information?

How easy is it to search the web site?

9. There is a lot of helpful information on the Libraries web page ([richmond.edu/is/library](http://richmond.edu/is/library)). Use the How Do I...? link to find information on finding books, journals, full text, etc. Use the Citing Sources link to find examples of how to cite sources using MLA style. If you have any research questions, contact the library reference desk at x8669 or Lee Stevens at x8459 or [lstevens@richmond.edu](mailto:lstevens@richmond.edu). You can also find links to reference email and chat reference service on the library web page. If you need help with writing, be sure to contact the Writing Center at x8935.

10. Check your syllabus for the due dates of the topic, research assignment/bibliography, optional first draft and final draft/works cited.

11. Only one person at a time may log onto the International Index to the Performing Arts. This is for the entire campus. Please be considerate and use this source in a timely manner. Also, because so many of you are using the International Encyclopedia of Dance at the same time, please be considerate and when you finish using them, return them to the shelves where you found them. If you cannot find certain materials, you may want to visit the V.C.U. library. You will be able to check out books from that library with a pass that can be obtained from the reference desk at the UR library.



## Assignments in Dance (cont)

### Guidelines for Viewing Dance

#### Writing Critiques for Dance Performances

These are a few suggestions of things to look for when writing a critique. Your essay should be as thorough as possible, paying attention to grammar, neatness and spelling. Only typed papers are acceptable, three pages, double-spaced, standard 12 font, one inch margins on all sides, do not justify right margin. All critiques must have a title page, which will include name, date, professor's name, course and the pledge written in full and signed. Critiques are due the second class following the performance. Read other critiques in Dance Magazine, if necessary. **Chance favors a prepared mind!**

1. Tell the reader the name of the performance, the company or dancers performing, the date and place of the performance.
2. Do not write in the first person. Your critique should be written in the third person.
3. Identify the composer(s), choreographer(s) and title(s) of the work(s) you have chosen to discuss. When writing about a specific dancer(s) identify them, when possible.
4. When viewing a performance be an active participant, don't be a passive consumer. Work as hard at viewing the piece as the choreographer did making the work. Try to get inside the head of the choreographer. What were the choreographer's intentions and were they successful? What do you think the choreographer was trying to say with the dance, or what did the dance say to you?
5. A mind is like a parachute; it works best when it's open! The creative critique approaches each concert with open eyes and an open mind. Do not go with preconceived ideas or compare one performance against other performances.
6. Each person will find a different aspect of the dance interesting for his or her own personal reasons, and interests. Relate your comments to your own experiences or interests.
7. Try not to only say what you liked and didn't like but reflect on why you may have had certain reactions. Don't be just a critic; offer your thoughts in a constructive way. Always back up your assertions, positive or negative.
8. Comment on the overall production; give the reader a sense of what it looked like. What was your reaction to the concert as a whole?
9. Discuss the choreography. Did the choreography flow, what were the dynamics, how did it move in space and what were the motivations for the movements?
10. Did this concert or dance piece evoke any new thoughts or emotions in you?
11. Was the theme or themes of the individual piece clear? What was the dance about? Analyze the symbolism. Does it relate to current events?
12. Were the makeup, props if used and costumes appropriate? When speaking about any element of design, you must include the designer's names.
13. Discuss the scenic design, lighting design and overall use of the theatre space.
14. Did the music play an important role in the performance? Was the music live, pre-recorded or some combination of both? What difference did it make?
15. Comment on the music. What was the relationship of the dance to the music?
16. Did the form of the music influence the form of the dance or vice versa?
17. Did the dancers show competence in technique? Were the dances well performed? Support your comments with specific examples.
18. Did the dancers show the emotional content of the piece?
19. Did the dancers work together well in the ensemble pieces?
20. Each critique should reach a conclusion regarding the performance.



## Assignments in Geology

### Writing Assignment Geology 540 - Geochemistry

Four assignments will be due during the quarter.

1. A 3-4 paragraph newspaper item describing what acid rain is and how it forms. Check Drever, Chapter 1. Also check Xerox copies of Chapter 10—Acid Rain, by Kenneth Melanby—and Chapter 11—The Complexity of Surface Water Acidification by Acid Rain, by A.G. Everett—in Singer, S.F., ed., 1989, *Global Climate Change*: New York, Paragon House, 424 p. Xerox copies are in the mailbox. Paper is due Monday, 14 January.
2. A short Department of Geology report (2-3 pages, double-spaced, typewritten, plus references) describing the general geology of the Bear River Range in Cache County, between Paradise and Richmond. Rough draft of paper due for peer review on Monday, 28 January; final draft due Monday, 4 February.
3. A description of acid rain problems in the East, particularly acidification of lakes in the Adirondack Mountains of New York. Audience for this paper is your peers in this class (3-4 pages, typewritten, double spaced, plus references). Rough draft of paper due for peer review on Monday, 18 February; final draft due 25 February.
4. A position paper for Cache County commissioners on the suitability of building a new coal-fired electrical generating plant with regard to its potential to acidify lakes, especially Tony Grove Lake and Bear Lake, in the Bear River Mountains. Final draft due 12 March, the last day of classes for the quarter, the day after our last day of class.

You probably noticed that the second and third papers will have peer review. There will be three groups of three people set up as peer review groups. Each member of a peer review groups will review the papers of the other group members.

## Assignments in History

### How to Analyze a Document

The craft of the historian turns around the analysis of the written remnants of the past. To do so properly, one must ask a series of questions about each document, about each grouping of documents, and, ultimately, about all the available remnants of an historical period.

This all starts with the individual document. One of the aims of this course will be to teach you to critique documents in order to draw as much information as possible from them. When you do your weekly reading in the original sources you should ask of each document the following questions: when? where? who? why? what genre? for whom? what text? what language? (Detective novel fans will recognize these as the classic questions for eliciting truth in murder cases—historical evidence and legal evidence are much the same, which is why law schools often recommend training in history before entry into law school.)

1. **When was it written?** If you can date it even approximately you will know important things about its context and meaning. For instance, in the Christmas story it says “Caesar Augustus ordered all the world to be taxed.” Although the gospels are not dated, we can infer a date for the story because we know when Caesar Augustus (Octavian) reigned. Add Herod and Pontius Pilate and we can come close to establishing when the events recorded took place. Of course there may be a difference between when the story occurred and when it was recorded. Both dates are very important. Again if we know the *Gospel of Luke* was written at least 60 years after Christ’s birth we can infer certain things about it, i.e. the author was not an eyewitness.
2. **Where was it written?** Knowing where the author lived can help us understand the language, the form, and the content of a document. For instance, when Xenophon wrote about the constitution of King Lycurgus of the Spartans he did it in Athens. Had a Spartan written about his society it might have been a very different story. Of course if the author lives outside the society, you must ask how he or she got the information. When authors live in society, we must ask about their gender, social status, opportunity for learning about things recorded, and the biases a native observer brings to their own culture.
3. **Who wrote it?** Simply knowing an author’s name does us little good, but if we know something about the person from other sources we may learn more about the document. For instance, if you know that Machiavelli was a professional diplomat who had observed the French, Spanish, and Papal courts first hand and participated at a high level in the Florentine government, you understand *The Prince* much better. If we did not know that he was an active participant in politics we might dismiss the book as merely a piece of political theory rather than seeing it as distilled lessons from real life.
4. **Why was it written?** No author writes without purpose, therefore, we need to know what the author hoped to accomplish by writing. The value of the document as evidence is directly related to purpose. Tacitus, for instance, wrote a book called *Germania* which tells us most of what we know about the German tribes beyond the borders of the Roman

Empire. However, realizing that Tacitus wrote it to celebrate the virtues of these “noble savages” in order to shame the Romans into reform means that we cannot always believe what he says about the Germans. His work is moral propaganda so he is not likely to celebrate the darker sides of German society.

5. **What genre is used?** Is this document a letter? A philosophical dialogue? An advertisement? A political speech? The many different forms of discourse each have structures peculiar to themselves. What is said, how it is said, and how it is understood depends on the form chosen. You would not, for instance, treat Pericles’ “Funeral Oration” in the same way you would a personal letter to a friend. One is an effort to achieve a political end, the other a personal communication. Of course there are things that would go unsaid in both. In politics and friendship, as in all other parts of life, the context and genre are understood by the receiver of the communication. The historian must recognize this.
6. **For whom was it written?** If we can determine for whom it was written, we will be able to see why the genre was chosen. The more we know about the audience the better we understand the document. For instance, knowing that Pericles’ “Funeral Oration” was made before a group of war widows, orphans and other citizens in Athens helps us understand why he stressed the valor and glory of the dead soldiers.
7. **Where did the text we have come from?** Is it the one written by the original author or a copy made at another time and place? This is an especially important question in intellectual history and biblical studies. Obviously a play in Shakespeare’s own handwriting would be considered closer to what Shakespeare intended to write than a printed version made from an unknown text. The further the text we have is from the original the greater the danger of error and the less value it has to the historian. If it is the only copy extant we must use it, but always with the awareness that it may be corrupted.
8. **What language is it in?** To properly use evidence, scholars must be aware of the original language of the document. Ideally they will only use the document in the original language, knowing that all translations contain errors and distortions induced by the impossibility of translating directly from one language to another. For instance, anyone wishing to study the New Testament must know *koine* Greek, the language in which it was written. Besides *koine* he or she must also know Hebrew, since some of the gospels, like *Mark*, were written by Hebrew speakers using Greek as their second language. And he or she must also know Aramaic, the language Jesus spoke. Then, and only then, can the scholar get a clear picture of what Jesus said. Using the New Testament in English means that the reader is four languages away from Christ’s words. Of course the student does not know those languages and must use translations. Nevertheless, always ask about the original and be aware of the problems inherent in translation.

## How Your Document Exercise Should be Answered

All eight questions should be asked of the document before you begin to answer the questions in the document exercise. Then you should respond to each question with one or two paragraphs (some questions may require less), in which you (1) supply an answer to the question and (2) prove your answer by reference to specific parts of the work under consideration.

Your answer might look something like this one, written by a student in response to a document exercise on Martin Luther King's "Letter from the Birmingham Jail." Pay special attention to the way in which the "Letter" is used to prove her assertions.

1. How did Rev. King understand what Christ expected of him?

*Martin Luther King states, "Just as the Apostle Paul... I too am compelled to carry the gospel of freedom beyond my particular home town" (290). Through this one can see that he believes himself to be, like the apostles of the early church, called to spread the message of Christianity and its duty toward all people, no matter what color, to all parts of this country. Its negativity affecting the nation.*

2. He says, "Injustice anywhere is a threat to justice everywhere." Why?

*King considers the communities and people of the United States to be just that--united. He believes that their lives and well-being are inextricably connected and that disharmony in one area unbalances the harmony of the whole. Thus, although injustice, such as segregation may only occur in one southern town or state, its repercussions will reach all those who are black, who are white, who value justice, who believe in Christian love, etc. because their beliefs and heritage are being threatened.*

*Therefore, MLK states, "Injustice anywhere is a threat to justice everywhere," meaning that anytime injustice occurs, it puts a crack in the system of justice which we as Americans supposedly base our foundations on which thus affects us all.*

3. How does he justify breaking the law through nonviolent protest?

*King justifies breaking the law with nonviolent protest by claiming there are two kinds of laws: just and unjust. A just law is in harmony with moral law, uplifts humanity, is not opposed to the law of God and is created by humanity. An unjust law is opposed to the law of God, and is created by the majority to control the minority without any say from them.*

*Obviously, the laws of segregation fall under the unjust category. King claims that in opposing an unjust law "openly, lovingly. . .and with a willingness to accept the penalty," hopefully bringing in justice to the awareness of the general public, a person is able to demonstrate the highest respect for law and the principles of justice on which it should be based.*

## Assignments in History (continued)

### Book Review

There are two required book reviews in this class. The first is on Brucker's tale of a disputed marriage in 15th century Florence. The second is on Davis's picture of domestic life in late 16th century France. The reviews will be worth 50 points each.

They should follow the standard format for scholarly reviews in history. That is, the review should begin with a full citation of the work under consideration (name of the author, title of the book, place of publication, publisher, date of publication, number of pages). It should be no more than 700 words in length (2 1/2 typewritten double-spaced pages). It should use formal English (no contractions, please), and if the book is quoted the number of the page on which the quotation appears should be inserted in parentheses after the quotation.

Any good book review asks and answers a number of questions

1. What is the thesis of the book? (Why did the author write it? What does he want to prove?)
2. How does the author prove the thesis? (What evidence is used? What is the style of argument?)
3. Does the author prove the thesis? (Is the argument logical? Does the evidence used actually say what the author claims?)
4. Is the book well written? (This goes beyond style, which is important, to structure. Has the author put it together in a way that can be followed? Are his sentences clear? Do his paragraphs flow together in a logical fashion?)
5. Who is the author? Does he or she have the learning to make sense of the evidence? (This sounds snobbish but it is important if you want to establish the credibility of the argument. Would you trust an argument from an author that cannot read the languages in which the evidence is written? One who has a political agenda in reading history? Be aware that there are many scholars who impose their politics on the texts. Marxists are easy to spot, right wing authoritarians less so. Political points of view often help us see things in new ways, but the reviewer has the duty to warn the reader of the author's prejudices. And would you trust one that has a religious agenda? Religious agendas are particularly visible in reformation history where for centuries there have been Catholic and Protestant camps of historians firing broadsides at each other). It is sometimes hard to establish who the author is, but the book will normally give you hints. *Who's Who*, the *Guide to American Scholars*, and other reference works can help you. Lastly, find out about the press. A work published by a university press has been through a fairly rigorous peer review process before a decision was made to publish it. Books published by religious and political presses need not inspire such confidence.

## Assignments in Music

MUS228 Dr. Lynn Hooker Short paper: Musical Characterization in Don Giovanni

Due Friday, January 17, 2002 Revised version due Friday, January 24, 2003

A short paper of 3-5 pages on a chosen/assigned section of Mozart's Don Giovanni will be due on Friday, January 17. We will go over your papers in small groups in class on that day. You will have until Friday, January 24 to meet with one of the writing fellows and revise. I will grade only the final version, but I will also look at improvement between versions, including responses to comments made by your peers.

- What does the music tell you about the characters you are discussing? Address the characters' social class and gender, plus any other specific personality traits of the characters and/or elements that reflect the dramatic situation in which they find themselves.

- How is the music appropriate to what is going on in the action at this time? To what the character might be feeling in this situation? In the ensembles, how does Mozart mark the entrance of new characters or surprising occurrences musically?

Please be specific in your answers to the above questions, referring to measure numbers, character that is singing, and sung text to help your reader locate the relevant passage. Your discussions of these questions may require a sketch of the overall form of the number, but you do not need to go into exhaustive detail. Do this part succinctly so you will have room to delve into the nuances of musical characterization. Also, in the case of the ensembles, it will not be possible to discuss an entire ensemble in detail; make some general comments and then pick out a few sections to analyze more closely in relation to the questions above.

Grading rubric for this paper:

20 pts. Grammar and Formatting

30 pts. Clear use of musical evidence

50 pts. Nuanced discussion of how above issues are addressed in the piece(s) you analyze.

Assigned numbers:

1) Compare Donna Anna's accompanied recitative and aria "Don Ottavio! Son morta! / Or sai, chi l'onore..." (Act I, no. 10a)\* to Zerlina's aria "Batti, batti..." (Act I, no. 12) and its preceding recitative. (Can probably gloss over recitative lightly in both cases.)

2) Compare Don Ottavio's aria "Dalla sua pace..." (Act I, no. 10b)\* to Zerlina's aria "Vedrai, carino..." (Act II, no. 18).

3) Compare Don Giovanni as he appears in his aria "Finch'han dal vino..." (Act I, no. 11) to how he presents himself (or how Mozart presents him) in his canzonetta "Deh vieni alla finestra" (Act II, no. 16).

4) Discuss how different characters and changing situations are fleshed out musically in the Introduction (Act I, no. I).

5) Discuss how different characters and changing situations are fleshed out musically in the Act II Sextet (Act II, no. 19).

The translation of the text in the piano-vocal score is very bad. Refer instead to the translation in the libretto on reserve or to the booklet for one of the CD recordings on reserve.

\*These numbers follow those in the piano-vocal score. In some full scores Donna Anna's aria is called simply No. 10, in which case Don Ottavio's aria is called No. 10a.



## Assignments in Political Science

### Instructions for Final Paper in Political Science 315, Spring 1991

1. Read carefully and critically all of Susan Okin *Justice, Gender, and the Family*
2. Discuss the book with others, including me, especially in class on April 15, 17 and 19
3. Write a critical review of the book that
  - a. explains and illustrates the main thesis of the book;
  - b. explains and illustrates Okin's understanding of justice and the factors that function to increase and decrease the quantity/quality of justice in a society;
  - c. explains how Okin agrees and disagrees with some of the persons that we have studied this semester;
  - d. challenges or raises questions about one or more of the points/arguments in the book (should be at least a third of the paper);
  - e. cites specific pages in book (page numbers in parentheses in body of text) to show where all quotations and assertions made about the book's content can be found.
  - f. is no more than six and no less than three double-spaced, typewritten pages in length.
4. Hand in the review on or before class time on APRIL 22, and attend class on that day so that we can see what the class thinks of the book. Please DO NOT WRITE YOUR NAME ANYWHERE ON THE PAPER; use only your social security number (penalties for violations).

### American Government (POLSC 220)

Write a three to five page typewritten and double-spaced essay in response to the following question:

In what manner and to what extent do you concur with your selected editorial on Clarence Thomas' nomination to the Supreme Court?

The paper is due at the beginning of class on Thursday, September 19. Include a xeroxed copy of the editorial along with the essay. Please cite the newspaper that printed the editorial, the date it was published, and the page it appeared on.

The central purpose of this assignment is to assess a political commentary in terms of your understanding of the nomination process and the issues surrounding Clarence Thomas' nominations. The essay should reflect more than a mere opinion of the editorial; it should be a well reasoned argument based on thoughtful analysis. Suggestions for analysis and writing are provided on separate handouts.



## Assignments in Political Science (continued)

### Analyzing a Political Commentary

**Analysis:** Analyzing a political commentary requires a few fundamental steps.

**Stage I.** Preliminary thinking.

**Step 1.** The editorial should be analyzed from the perspective of the course readings, class notes, and your own thoughts on the topic. Before beginning the analysis, read the articles in the Harris book that deal with the nomination process and civil rights issues.

**Step 2.** Then read the editorial without taking any notes. As you read, think about the authors' central message in terms of your understanding of the topic.

**Step 3.** Read the editorial again, this time writing down a few preliminary thoughts about how you would answer the question: in what manner and to what extent do you concur with this argument?

**Step 4.** After writing the initial thoughts down, read over your thoughts and write down why you have reached those preliminary conclusions. Are your impressions based on a gut feeling you have about the editorial? Are they based on your personal beliefs? Or, are they based on something else you have read or heard about on the subject?

**Stage II:** Break down the components of the argument made in the editorial.

**Step 1.** Read the article again, this time identifying the central argument, the assumptions (if any) underlying that argument, and the evidence and reasoning the author cites to support the argument. Write down these points.

**Step 2.** Evaluate the component parts of the argument and their relationships with each other. Ask yourself these questions. Is the central argument plausible given what you know about the topic? If not, why? Are the assumptions underlying the argument reasonable? If not, how do those assumptions affect the plausibility of the argument itself? Is the evidence cited sufficient to prove the argument? If not, what other issues or points should the author consider to strengthen the argument?

As you address these questions, evaluate the essay in terms of what you know about the subject from course readings and class notes.

**Step 3.** Draw some conclusions from your analysis. Are they the same as the initial thoughts you made before? Why, or why not?

## Assignments in Psychology

### Psychology 325: Human Sexuality Dr. I. E. White THE ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a compilation of articles and books that have been written on a particular subject, with a summation of that article or book following the bibliographical entry.

#### PURPOSE

The purpose of the assignment is to compile a substantial collection of current research that would be a prerequisite for beginning to understand the subject in any depth, or for beginning to gain knowledge enough to write a research paper--or give an oral presentation on that subject.

The objectives for the research project are these:

1. You will become acquainted with the library and the research facilities that are available to you.
2. You will be introduced to Psychological Abstracts as a most valuable research tool for the social sciences.
3. You will be exposed to original research in the field that has been deemed significant enough to be published in reputable scientific journals.
4. You will reinforce your knowledge of research methodology and hypothesis testing, and you will become more aware of the limitations of social research.
5. Since the final project must be typed on a computer, using a word processor program of your choice, you will begin to reinforce your computer literacy.
6. Most importantly, you will be writing and practicing the skill of accurate, concise, correct reporting of research.

#### KNOWLEDGE

You may choose the subject of your bibliography. A choice that is of personal interest to you makes the work much more pleasant and the product much more valuable.

#### AUDIENCE

Your instructor, classmates, and other professionals in psychology.

#### LENGTH AND FORMAT

The APA format for documentation is illustrated by the model provided in the syllabus. A handy guidebook for the serious student for comparing styles used by MLA (in English courses) and

APA (in the social sciences) is *The Holt Guide to Documentation*. This booklet can be found in the Book Rack.

## EVALUATION

For full credit of 100 points there should be five (5) entries. ALL ARTICLES MUST BE FROM CURRENT SCIENTIFIC JOURNALS (1985 to present). Your writing will be graded on content, organization, style, grammar, and mechanics.

## SAMPLE ENTRY

Goldsmith, Ronald E. & Matherly, Timothy A. Adaption-innovation and self-esteem. *Journal of Social Psychology*, 127(3), 351-352.

Kirton's Adaptation-Innovation Inventory Theory (AI) categorizes individuals by their preference for specific patterns of creativity, decision making, and problem solving. Adaptors tend to find solutions to problems while preserving as much of the framework of the problem as possible. However, innovative solutions challenge the framework of the problem. Adaptation-Innovation is measured by the Kirton Adaptation-Innovation Inventory (KAI). Innovators contrast with adaptors because they have been reported as being more extroverted, flexible, tolerant of ambiguity, and less dogmatic. Moreover, a positive relationship has repeatedly been witnessed between innovation and self-esteem among various American populations, which seems to show that self-esteem is one of the fundamental traits, resulting in differences with the A-I theory. This study tried to replicate and extend these findings using two applications of self-esteem: the Rosenberg Self-esteem Scale (RSE) and twelve items from the Adjective Check List (ACL). The sample consisted of sixty male and sixty-seven female business students, and the results showed some support for the generalization that innovators are more likely than adaptors to describe themselves as high in self-esteem.

## Assignments in Psychology (continued)

### Psychology 300: Developmental Psychology

Dr. K. Fox

#### REQUIRED OBSERVATION AND PAPER

#### PURPOSE

This observation and the resulting paper have been assigned to provide you with the opportunity to test one theory of human development. A second goal of the observation is to allow students to take an active role in learning about developmental psychologists' activities, data collection methods, analysis procedures, and frustrations. The assignment of a required paper also supports the goals and objectives of the college-wide Writing Across the Curriculum Program.

#### PURPOSE AND PROCEDURE

1. Familiarize yourself with Piaget's Theory of Cognitive Development and the Piagetian Conservation Tasks as described in your text, other references and/or class notes.
2. Select two conservation tasks and administer to each child. Prepare the necessary materials to take with you for interviewing your subjects. Be sure you have all the materials with you when asking for parental permission as well as for the interview itself.
3. Select at least one and no more than two children between the ages of three and six and at least one and no more than two children between the ages of seven and nine to observe. Obtain permission for observation from the child's parents or guardians and the child him or herself. A detailed explanation of your purpose and Piagetian theory is appropriate for the parents. Asking the child if he or she would help you with a college "homework" assignment may be all that is necessary for the child.
4. When you first meet the child you are interviewing, get to know each other a bit--exchange names, birth dates, favorite shows on TV, favorite foods, ask his or her age--tell your age; ask if he/she is dressing up for Halloween, etc. Help the child know that you are a nice, friendly person. Present your tasks to the child as games. You want the child to feel relaxed and to be cooperative. You will need to adapt your introduction with your subject to their age, your previous relationship with them, etc.
5. With your subject and your materials, perform the Piagetian tasks. Remember that you are to use the techniques of Piaget during this session--that means to ask questions about why the child responds in a certain way, ask how he/she knows something, and adapt your presentation to the child's interest and tempo. Record the child's responses, but do not concentrate on the answers alone; also record why the child answers as he/she does. It is the child's rationale that will not only help you determine his or her developmental stage, but will help you justify that determination.

Remember that each conservation task has 3 steps: 1) The child agrees that two items are equal (this may take some adjusting), 2) one item is changed/transformed in plain view for the child, and 3) the child is questioned about the equality of the two items. You must pursue this third step until you are clear about the child's rationale for his or her judgment. You should stay with the child a minimum of 30 minutes and try to complete all of the tasks within 45 minutes.

6. After your visit, review and summarize the child's responses.

## Assignments in Psychology (continued)

### THE PAPER

**Audience and content:** As a developmental or child psychologist, you will find yourself in the position of making reports about children to parents countless times. You are to write your paper as a report to the parents of the child you have observed. Assume the parents have no prior knowledge of normal cognitive development in children. If they are parents of a child giving “preoperational” responses, they may be shocked or dismayed upon hearing their child’s responses. It will be your job in your paper to:

1. Explain Piaget’s theory of cognitive development and its importance and relevance to developmental and/or educational psychology. Let me remind you that if you are paraphrasing an author’s ideas or work you need to cite a reference and if you use three words in succession from any source you must use quotation marks and follow the quote with a reference. A bibliography should follow the paper. Also follow standard format in citing primary and secondary sources.
2. Write a clear, complete summary of how you carried out your observation--what you did and what you saw or heard. Summarize or classify each child’s responses as preoperational, concrete operational, or transitional. Most importantly, explain why you have classified the responses as such. Provide evidence for your statements: “What is the subject doing or saying to lead me to my statements and conclusions?” Attach your data collection sheets, but assume that the reader of your report does not have access to this information.
3. Relate your observation and your findings to your research on the theory. Do your findings support the theory, or do they not support the theory; why or why not?

**Length and Format:** Your paper should be approximately six (6) pages in length--typed, double-spaced, using the APA format. (For information on APA format refer to *The Holt Guide to Documentation* by Kirszenner and Mandell. The *Holt Guide* is available through the English Department or at the library reserve desk.) A cover page should include the title of your paper, your name, class section, date, and my name. Papers should be secured with only a staple in the top left-hand corner. Please do not use any other covers, folders, etc.

**Due date:** Monday, Nov. 28. Late papers are penalized 5% per day including Saturday and Sunday.

### EVALUATION

**Content and Organization** = 80% (“A” papers have attended completely to the three

content areas discussed above.)

**Style, Grammar, and Mechanics** = 20%

## Assignments in Physics

Carol Rutz, Carleton College

### Prewriting Exercise from a non-majors course called "Revolutions in Physics":

#### Electricity and Magnetism

Write a two page essay. Another 'meditation' -- I don't need to know what anyone else thinks about this, but what you think and feel.

Sit down somewhere quiet (preferably your own room). Imagine switching off everything that runs on electricity (switch as much off as you can\*safely\*). Spend 20 minutes (or as long as you like) without using anything with electricity while thinking about this essay. Imagine that humans had not learned about electricity and magnetism and technology involving these aspects had not happened. No electricity of any sort.

What would your life be like? How would things change in your world, your social world, your economic world ? Write about what you think and feel about such a world or any realizations you might have that stem from this.

### From a first-year seminar:

#### Physics Autobiography

Please write (handwritten or typed) your physics autobiography (0.5 - 3 pages). This is the story of your interaction with physics (formal and/or informal). You can start as far back as seems relevant or start with Monday if that was your first exposure to much physics. [Afterall there are no pre-requisites for this class.] I do not need a detailed list of topics you've learned, but do identify any that were particularly interesting and/or confusing. If things went particularly poorly or particularly well for you try to describe why. If there was something you particularly liked/disliked about a teacher or author or PBS host try to be specific about what it was. Conclude with your hopes and fears about this class.

#### Writing about the Superconducting Super Collider (due dates: 10/12, 10/19, 10/24)

Your task is to write at 5-6 page (double spaced, 12 point font, 1 inch margins) paper supporting your own version of the following thesis:

In 1993 the U.S. government made the right/wrong decision for the right/wrong reasons in cutting off funding for the Superconducting Super Collider which was under construction in Texas.

Feel free to re-word the thesis statement to better reflect your approach and argument.

Your audience is the average voter. You can think of this as part of an educational effort to give people a closer look at the governmental decision making process. As you approach this topic, think about the role of science and structure around ethical decision making we've been discussing in class.



You have two options for your format:

- a) Traditional format: written in 3<sup>rd</sup> person (no “I think” statements). Present the idea and back it up with examples and arguments. An example outline would look something like this:
  - a. Introduction: statement of thesis, overview of arguments/reasons
  - b. Reason 1
  - c. Reason 2
  - d. Reason 3 (more if necessary)
  - e. Addressing counter arguments (rebuttle)
  - f. Summary and conclusion
- b) Creative format: addressing same issue, but putting it into a form that is more fun to read (think of the difference between your Subatomic Zoo textbook and the Particle Adventure on the web, with its silly pictures of quarks with googley eyes, carrying shamrocks and wearing top hats).
  - a. Your arguments could be told from the point of view of particles themselves
  - b. You could draw a cartoon to present your ideas
  - c. You could write in the first person of a mythical person/persons
    - i. farmer who lived nearby the SSC site
    - ii. research working on the project
    - iii. senate intern who researched the project for a senator
    - iv. scientist whose smaller project was cut to fund the SSC

Exploration Free-Write Due Wednesday, October 12 (1 hour writing & 1+ hours research)

Free-writing: Sit down, put pen to paper (or hands on keyboard) and write, non-stop(!) in a stream-of-consciousness manner for a the length of time prescribed (use an alarm clock). If you stop writing – just start writing about being stopped and then write the question you’re focusing on and just keep going. If you get off track, recognize it and get back on track. Be your own coach. Write yourself motivators if you need to. The purpose is to get your brain in gear and to get in the habit of getting thoughts down on paper without criticizing or analyzing them in the moment. There are six sub-sections to this assignment. You can do the first five one piece at a time, or all in one sitting. The last freewrite session will be completed after you’ve done some additional research.

- a) 10 minutes: write about your understanding of why government funding of the SSC is/was a controversial issue.
- b) 10 minutes: write about your own initial leanings, thoughts and any personal experiences you’ve had that have lead you to those reactions.
- c) 10 minutes: choose one side of the controversy (keep funding/stop funding) and come up with the best arguments you can in its favor. Freewrite everything that comes to mind that might help you support this side.
- d) 10 minutes: now choose the opposite side (stop funding/keep funding) of the controversy and do the same thing.
- e) 10 minutes: as you were writing in support of two different sides to the issue, what gaps in your knowledge did you discover? What additional research do you need to do? What questions do you need to answer?

1+ hours: do some of the research you identified. Consult Ann Zawistoski in the library if necessary.

- f) 10 minutes: Which side of the controversy do you expect to write on and how confident are you at this point in time to support that side well?

Draft of SSC Paper due in class – bring double spaced paper version to class Wed 10/19

We will be working and commenting on drafts in class – so your draft should be in good enough shape that you can share it with a classmate and explain your idea, your organization, your reasons, as well as where you are still struggling with something.

Final Version of SSC Paper due Monday, Oct 24 (paper or electronic)

In addition to your final paper, re-turn in your freewrite, your draft and your research notes.

### References

Follow the American Institute of Physics guide for what to include in references. Where that fails to cover something, follow the conventions in the Chicago Manual of Style. References to both of these are on the web:

AIP excerpts (see item 10 for footnote conventions):  
[http://apps.carleton.edu/curricular/physics/comps/style\\_manual/part2](http://apps.carleton.edu/curricular/physics/comps/style_manual/part2)

General List of many styles of citation including the Chicago Manual of Style:  
[http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm)

### Annotated Bibliography

There are likely to be references you use that you do not cite specifically. If there are references that provided good background information and/or really helped you formulate ideas in general, list them in a short bibliography at the end of the paper. Also include any key works among your reference (e.g. the one(s) you cite frequently). Include all the information you would (expect for page number) as if citing them as a reference, and add a one sentence summary of the source and how it was useful to you (“good general background”, “important perspective from local point of view”, etc). You can list them in any order that makes sense to you (alphabetical, chronological, importance to your paper, etc.).

## Assignments in Physics (continued)

### The Art of Estimation

#### Physics 113 Newtonian Mechanics

*(This course is the first in a required sequence for the major; it's also a popular gen. ed. course.)*

Fall 2004

Today, in our increasingly technological society, we are often confronted with claims and predictions in the media and have no idea whether these statements seem reasonable. A quick, “back of the envelope” calculation can often test whether these claims are at least partially correct. Rough estimates can often provide answers of the correct order of magnitude to help you decide whether a prediction is valid. Even if you aren’t responding to issues from the outside world, your own curiosity may spark a seemingly unanswerable question and estimation techniques can help you find the answer. This writing assignment will help you learn to explain quantitative estimation techniques in language that is accessible to your readers.

Your assignment is to choose an interesting question that requires a “back of the envelope” calculation to estimate the answer. In lab this week, you will be trying out a few questions and getting some possible ideas for your paper topic. Your writing mission is to compose an answer to this question using ordinary prose to explain to your reader how you solved the problem. You want your solution to be clear and concise, yet presented in a way that will be engaging and accessible to the reader.

A good paper should do the following:

- a) Choose a “good” topic – one that is not too easy or too complex. Pick one that resonates with your interests. A question that’s not interesting to you certainly won’t be to your reader.
- b) Introduce your topic and motivate the reader to understand the usefulness of “back of the envelope” calculations and estimation.
- c) Explain the basic method used to calculate your estimate in a format accessible to your reader. Equations may be helpful in getting your point across but use them sparingly. Remember that you may be dealing with a math-shy reader.
- d) Describe how you estimated or found values for each of the quantities used in your calculation. Discuss any errors that might be associated with each and be sure to list any sources used for reference. Look at one of our Physics comps volumes (located next to the mailboxes on third Olin) for examples of reference format.
- e) Use appropriate error treatment to estimate an error in your final answer. In “back of the envelope” calculations, a min-max error treatment is usually sufficient. However, you may wish to use our “Traditional Propagation of Uncertainty Rules” (TPOUR) to calculate your error.
- f) Summarize the result of your calculation and compare the scale or magnitude of your final answer with quantities familiar to the reader. An answer of  $10^{12}$  meters may mean more to your reader if you say that’s comparable to the radius of the solar system.

Style:

Choose a style of presentation that you would enjoy writing. It could be an entry in your journal, a letter to your family or friend, a piece for the editorial page of your local newspaper or even a formal letter to your Senator. Decide on your audience, then tailor your problem-solving description to speak to their needs. Be sure to make it interesting and enjoyable for both you and the reader. Exercise your creativity!

Specifics:

The paper is due in class on October 11. It should be roughly 2-3 pages, double-spaced in length. Also, please include a title page that states your question and a brief description of your audience. Lab 2 is designed to help you get started. You'll be able to try out some back of the envelope calculations and practice using the "Traditional Propagation of Uncertainty Rules".

This paper is designed to fit several categories in your Writing Portfolio and I would be happy to authenticate it for you at the end of the term. It should also serve as a good example of both your writing skills and quantitative literacy should you need a sample for future employers. But for right now, just enjoy your foray into the art of estimation!

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From an advanced course for junior and senior majors:

#### Group Lab Summaries & Data Files:

Due in you lab's COURSE folder by the beginning of lab 1 week after experiment started

Imagine that the experiments you've been working on are for a supervisor/advisor who has been out of town the past week. She has asked you to provide a summary of what data you collected it, how you analyzed it and what conclusions you drew. Be sure to justify important decisions you made about experimental techniques that weren't specified in the handout and explain any assumptions made during analysis. Include any files that contain your calculations. (With MMA your summary and data/calculation file can be one and the same!)

These summaries are not meant to be formal lab reports. They are informal communications to catch someone up to speed. Steve and I will be using them to verify that you understood how the experiment worked and to walk through your analysis to make sure we can follow it and that it was done appropriately.

The beginning of the summary should include the names of all the group members and what role each person played, along with the dates over which the data were collected and analyzed.

#### Lab Roles:

Project Manager ≠ responsible for coordinating work, keeping on task and meeting deadlines

Scribe ≠ perhaps the most important job – recording experimental details in lab book

Primary Technician – first hands on equipment, initial trouble shooter

Primary Theoretician – keeps track of theory and how experimental results relate

Author – writes the initial draft of the summary – as dictated by group or on own

Editor – revises work from author, proof reads

Note each person will actually play 2-3 roles simultaneously!

### Formal Lab Report:

Choose one experiment (anything but stats or making the C-clamp) and prepare paper in the style of a journal article. Include the standard categories (Abstract, Introduction or Background, Materials & Methods, Results, Discussion, Conclusion), and write in a succinct and formal manner appropriate for publication. You will have to conduct some additional literature searches to fill in the introduction/background section. You will have to determine what the primary results are and present them in a clear, concise tabulated or graphical manner. Do NOT place raw data or excess information in the results section. The discussion section should be a complete, careful analysis of the results, what they mean, how they compare to standard values or other research (feel free to cite your classmates) and should address what could be improved and what the next step should be in this type of research. The conclusion should not have any new information – it is simply a place to clearly summarize and restate what you have said more completely in the body of the report.

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Detailed protocol for the senior integrative exercise (a.k.a. “comps”) is at:

<http://apps.carleton.edu/curricular/physics/courses/comps/>

This project includes several written components: A background paper that informs a 70-minute illustrated lecture; a formal write-up of the lecture material; and two brief reaction papers to presentations by peers.

## Assignments in Sociology

### Sociology 201 E/F

#### Introductory Sociology

#### Guidelines for Reaction Paper on LIFE WITH AIDS, by Rose Weitz

**Due:** December 2, at beginning of class. Length: 3 to 5 pages, typed and double-spaced. Maximum points: 25.

The objective of this assignment is to analyze and react to the material presented in LIFE WITH AIDS, using a sociological framework. You should organize your paper into the following three general parts:

### I. THEMES AND ISSUES

Begin your paper with a synopsis of the book. Then state your objectives and the reasons for choosing the issues on which you will focus. Select and briefly discuss two or three major themes or issues that the author discusses. Examples include the following:

The social construction of HIV disease. The personal, ethical, and legal dilemmas of researching HIV disease. How HIV disease affects the social lives of those infected, their families and friends, and those who treat them. The history and biology of HIV disease. The moral status of HIV disease and other illnesses, and why and how illnesses become stigmatized.

In discussing these themes, use specific material from the book and give examples of how the theme is developed by Weitz.

### II. SOCIOLOGICAL ISSUES

Select at least three sociological concepts that can be applied to this book, and use them to analyze the material in the book. For example:

--discuss whether the author has used a functionalist, conflict, or symbolic interactionist theoretical perspective to analyze HIV disease.

--explain how the concept of impression management applies to understanding how persons with HIV disease cope with their illness.

--discuss the author's methodology: her research design, the problems she encountered, the decisions she made about how to research this issue.

--use concepts such as manifest/latent functions, dysfunctions, subculture, in-group and outgroup, norms, roles, deviance, social control, master status, and so on to understand the experiences presented by Weitz.

As in Part I, be sure to cite specific examples from Weitz of how these concepts are

relevant, and use Schaeffer or lecture material to develop your analysis.

### III. PERSONAL EVALUATION AND REACTION

Discuss your evaluation of the book. Mention any specific insights, data, other information, and/or policy recommendations that occur to you. Did it change the way that you think about AIDS and/or HIV disease? Do you agree with Weitz's analysis? Why or why not? What were the major strengths and weaknesses of this book? In all cases, support your evaluation and carefully explain why you are taking such a position.

The paper will be evaluated on the basis of the following criteria:

1. clarity of expression in defining the key issues and problems;
2. ability to demonstrate the connections between issues presented in the Weitz book and other course materials;
3. creativity and originality in interpreting and applying course concepts;
4. overall organization and logical consistency.

This paper is to be 3 to 5 pages long in standard academic form (double-spaced, typed, numbered pages, one-inch margins, and stapled.) BE SURE TO SUPPORT ALL THREE PARTS OF YOUR PAPER WITH SPECIFIC EXAMPLES AND QUOTATIONS (WITH QUOTATION MARKS AND APPROPRIATE CITATIONS) FROM THE BOOKS AND LECTURES. It is due at the beginning of class for your section on Monday, December 2. Please do not miss class that day and leave it in my mail box--that will result in a late penalty of 2 points, and 2 points will be charged for every subsequent day that it is submitted late.

Note: PLEASE EDIT AND PROOFREAD YOUR PAPER CAREFULLY.



## Assignments in Sociology (continued)

### Sociology 319 Sociology of Sex and Gender

#### Guidelines for Written Assignment #2: Field Study

Due Thursday, March 26

The object of this assignment is to observe the construction and negotiation of gender in everyday life, and to provide insights into the sex/gender system of American society.

#### **The Assignment**

The specific focus of this assignment is on the contemporary social construction of fatherhood, as discussed by LaRossa, Katz-Rothman, Bernard, Sidel, and Renzetti and Curran. Each student must choose some setting in which to observe the culture and the conduct of fatherhood. This might be sporting events, toy stores, shopping malls, campus locations, churches, or other public places where fathers and children can be found. Be a careful observer of the interactions among participants, the language used, gestures, rituals, patterns of behavior, clothing and other objects that appear to be significant in this setting. How do fathers interact with their children? What appears to be the fathers' role? What does this situation seem to tell you about the norms, values, beliefs--the culture--of fathering for the larger society? What is the basis of your interpretation?

#### **Technical Guidelines**

1. Visit one setting on two occasions, or two similar settings (e.g., go to two baseball games, or spend an hour in a mall on two different days, or observe events at two stores).
2. Notes on your observations should be taken on the spot. Be systematic; write as much as you see. Be sure to label each page with the setting, date and time. Make detailed and concrete notes on what you see rather than depending on your memory. Try not to interact with the people you are observing.
3. Include your thoughts, theories, and interpretations, but be sure your "editorial comments" are distinguished from what you have actually observed or heard.
4. Review your notes after each session, and jot down any apparent discrepancies, insights, or additional questions. This can provide a framework for your second observation and for the organization of the paper.

#### **Ethical Issues**

Be sensitive to ethical issues which occur when you are studying other human beings. Preserve the anonymity and privacy of the persons you observe in your notes and in your paper. If asked, provide an honest explanation of what you are doing and why.

## The Written Paper

In addition to your raw field notes, your observations will be written up and submitted in a 4 to 6 page paper, double-spaced and typewritten. The paper should include the following:

1. An introduction in which you discuss briefly what you believe to be your central discovery or the most interesting issues to emerge from your observations. Relate your findings to the articles, particularly LaRossa's distinction between the culture and the conduct of fatherhood and the implications for the so-called "new fatherhood."
2. A description of your method. Where, when, and what did you observe? Why did you choose this particular activity? Did you take notes on location? Be honest and critical about any problems or shortcomings in your method.
3. Presentation and analysis of your data. Describe and discuss your findings using concrete examples and quotes from your notes to illustrate your more general observations. Analyze your data in terms of the "findings" you have presented in the introduction. Your reflection and interpretation is crucial. Where pertinent, cite course material explicitly, and use quotation marks if you cite someone else's words. Explain what you have learned about fathering and the negotiation of gender.
4. Attach your field notes to the finished paper.

## Criteria for Evaluation

In evaluating the field studies, I shall be looking for four things: (1) Care in doing the research, (2) Clarity of expression and organization of the paper, (3) Knowledge of course materials and ability to work with sociological concepts, (4) Creativity. The paper is worth a maximum of 50 points.