

VI. SU Faculty Writing Assignments

The formal writing assignments on the following pages are by SU faculty who have participated in a recent workshop. Use them as samples, not models. Please note the range of purposes, formats, and other specifications among the assignments. Also note the variation in the amount of explanation different faculty members provide. Different disciplines will vary in their requirements.

BIOL 219: BIOLOGY OF HUMAN AGING

Dr. Augustine G. DiGiovanna

Non-Text Reading and Writing Assignment

Reading 1: Overview of the elderly

In: “A Profile of Older Americans: 2001” at

<http://www.aoa.gov/aoa/stats/profile/2001/default.htm>

Read: The main statements in sections with the following headings. You may choose to look at the graphs, which present similar information in a different form. Click on each heading to read its contents.

Highlights	The Older Population
Future Growth	Marital Status
Living Arrangements	Racial and Ethnic Composition
Geographic Distribution	Income
Poverty	Housing
Employment	Education
Health, Health Care, and Disability	

Due Date: Feb. 7 (Thursday)

Purposes: The purposes of this assignment are to: (1) give you a broad overview of aging and the elderly by introducing you to many facts and figures; (2) help you and I discover some of your prior knowledge and attitudes about aging and the elderly; (3) dispel some false information, myths or stereotypes you may possess, (4) have you use the Internet to obtain information about aging.

Audience: Your instructor

Content: Your report should state the **feelings, reactions and impressions** you have (1) while reading and (2) after reading and considering the assigned material. It should **conclude with two or three general statements** about aging and the elderly that you can make after reading the assigned material. You **should not attempt to summarize** the material.

Length and Format: Your report should be 2 -1 page in length on 82"X11" paper. It should be typed using a standard font (e.g., courier 12 - no draft mode), double spacing, and one inch margins with left justification. You should print neatly the following information on the back of your report in the upper right corner; course number (Biol 219), your name, date, name of report (Reading 1: Overview of the Elderly).

Evaluation Criteria: (* = main features)

Content; *
Clarity;
Organization;
Student's demonstrated understanding of material;
Neatness; (points subtracted if inadequate)
Style; (points subtracted if inadequate)
Writing techniques; (points subtracted if inadequate)
Following instructions; (points subtracted if inadequate)
Meeting deadlines; (points subtracted if inadequate)

MATH 306: Linear Algebra

Dr. Kurt Ludwick

Optional Assignment – due Wednesday, Dec. 12, 2001

Your assignment is to write a chapter test for one of the chapters we've covered in this course. That is, imagine that you are the instructor of this course, and that it is your responsibility to write an exam to assess each student's knowledge of the subject matter covered in one of the chapters we covered. The exam should test for knowledge of as much of the material covered as possible, as well as the ability to apply this knowledge to a variety of problems. However, the test must be short enough to be completed within fifty minutes by a reasonably well-prepared student.

To complete the assignment, you will turn in:

- The exam – including instructions, problems, and a point value for each problem. (Point values should add up to 100.)
- A handwritten solution set (not just an answer key). Your solution for each problem should clearly show all of the steps required to arrive at a correct solution for each problem. For those problems that require a written response, provide an example of a valid response.
- A written statement, which includes one paragraph (at least two sentences) for each problem on the exam. For each problem, answer each of the following questions:
 - What knowledge does the problem assess?
 - How long would you expect it to take for a typical student to solve the problem?
 - How did you decide the point value for that problem?
 - What other qualities make this problem a good exam problem?

The Purpose

The purpose of this assignment is to help you to prepare for the final exam. The thought process required to write an exam is very similar to that of studying for an exam – review the material, decide which topics are most important, and investigate connections among covered topics. Also, in order to write interesting, yet tractable, math problems, one must usually work out several examples to find the appropriate balance between complexity and efficiency necessary for a good exam problem.

Audience

Imagine that you are writing this exam for a student who, like yourself, has just taken this course and is preparing for the final exam.

Why do it?

Your score on this assignment will replace your original score on the Chapter test corresponding to the chapter you choose for this assignment. For example, if you originally got a 60 on the Chapter 2 test, but get a 90 on this assignment, then your Chapter 2 test score will become a 90.

Exception: if you've scored 80 or better on every test so far, then this assignment will simply be an extra-credit assignment worth up to 20 points. Thus, this assignment will still benefit your grade, even if you did not to particularly poorly on any one test.

Format

The exam should be either typed or handwritten. Either style is fine, as long as it is legible and consistent throughout the exam. (That is, don't type part of it and handwrite the rest – either write everything or type everything.)

The solution set should be neatly written in the same format (typed or handwritten) as the exam.

The written statement in support of the exam problems should be typed and double-spaced.

Evaluation

The criteria for evaluation will be Content, Feasibility, Accuracy, Style and Mechanics:

- Content: When I write an exam, I check the syllabus and the homework assignments to see that as many of the topics are covered as possible. Your Content score will be determined in this way – as a percentage of the topics covered, weighted to account for the relative importance of each topic.
- Feasibility: Could a typical student complete the exam within 50 minutes? I've found that it takes a typical student (who has just taken the course) roughly four times as long to complete an exam as it takes me to complete the same exam. With this in mind – and allowing a bit of latitude – you will receive full credit for Feasibility as long as I can complete the exam within 20 minutes.
- Accuracy: When you write up your solution set, do so as though you were taking the exam yourself. Your score on your own exam will determine your Accuracy score.
- Style: To achieve an exceptional grade on this assignment, you must include some “interesting” problems. The definition of “interesting” is deliberately vague, as it will depend on what you come up with. Examples could include: word problems that are significantly different from those that appear in the text; apparently straightforward problems whose outcomes are counter-intuitive; or a problem that utilizes humor in an appropriate way. (By “appropriate,” I mean *in good taste* and not entirely superfluous.)
- Mechanics: Spelling and grammar will be considered. Remember to proofread!

Grading 35%

Content:	
Feasibility:	25%
Accuracy:	20%
Style:	10%
Mechanics:	5%

CMAT 250: INSTRUCTIONAL COMMUNICATION
Ms. Melany Trenary

ANALYSIS PAPER GUIDELINES

Assignment: A reflection essay examining your micro-teaching presentation.

Format: Please write a reflection of your micro-teaching presentation. This analysis should be at least one page in length. It should be typed and double-spaced. Please choose 12 for your font size.

Content: Please clearly state the objectives of your presentation, whether or not you feel they were met, and how well they were accomplished. Also, please share at least two positive and two negative aspects of your micro. If you have ideas for improving future micros, you may add them to your analysis as well.

Purpose: Personal analysis allows you to view your own micro-teaching presentation on video and analyze your performance.

Audience: I will be your audience. I AM INTERESTED in your thoughtful evaluation of your lesson. I know you are interested in what you think as well!☺

Evaluation: The best papers will include the content specified above and be virtually free of all distracting errors.

Analysis Paper Grading Rubric

Each analysis paper is worth 20 points. Points will be distributed as follows:

Discuss whether or not objectives were met, and how well they were met	5 points
Discuss negative aspects of presentation (at least two)	5 points
Discuss positive aspects of presentation (at least two)	5 points
Discuss future ideas for improvement	<u>5 points</u>
	20 points

Points may be taken off for problems with style and mechanics.

BIOL 121: BIOLOGICAL PRINCIPLES AND PROCESSES
Dr. Kimberly L. Hunter

PURPOSE

In this assignment you will write a paper about science, learn something new, and have fun. One of the goals of this paper is to have you feel comfortable writing about scientific material, and how you find that material. Hopefully, you will be able to dispel the myth that science writing is not creative and boring. There are two accepted paper types a research paper or create an organism, and the requirements for each are explained below.

A) Research Paper

1. This paper should be about something that you are really interested learning something about. The essay should be four typewritten, double spaced, pages. The four pages do not include the title page or the references cited. Your references cited must include at least two quality magazines, journals or books from a library. No encyclopedias, world books or computer network materials. One of your citations should be a journal article written within the last **four** years.
2. Scientific names of organisms must be italicized or underlined (*Homo sapiens* or Larrea tridentata). Ordinary, garden variety biology words are not underlined or italicized.
3. Use your own words. Plagiarism is absolutely unacceptable.
4. Do not use footnotes. When citing an author, put their last name followed by the year in parentheses. For example: A42 nesting sites were sampled \cong (Hunter, 1997). If the work has two authors, acknowledge them both. For example: 10 linear transects were laid out with a north south orientation (Frana and Briand, 1997). If the paper is a collaboration of more than two authors then use the following format: the molecular technique used was cycle sequencing (Hunter et al., 1997). Of course the literature cited should include the names of all the contributors.
5. Typical citation formats are as follows, except double spaced. The citations should be listed in alphabetical order.
 - Olmstead, R. G. and J. D. Palmer. 1997. Implications for the phylogeny, classification, and biogeography of *Solanum* from cpDNA restriction site variation. *Systematic Botany* 22: 19-29.
 - Manos, P. S. 1997. Systematics of *Nothofagus* (Nothofagaceae) based on rDNA spacer sequences (its): taxonomic congruence with morphology and plastid sequences. *American Journal of Botany* 84: 1137-1155.

6. Turn in your paper with a single staple in the upper left hand corner. Do not include any sort of additional plastic or paper cover other than your title paper.

7. Try to conduct polls or surveys to support or question published scientific information.

7. Type a rough draft and edit. Have your lab instructor preview it and make comments or suggestions. The paper should be of superior quality, one of which you are extremely proud. Take the time to do a great job. It is your personal creation. Show off!

B) Create an Organism (Similar to Burns, R. H. 1994. Amer. Biol. Teacher 56:364-366)

1. This introductory biology class will introduce you to many habits of life. There are lots of ways to solve the problem of being alive. This paper will be your chance to mimic Mother or Father Nature by designing your Aperfect organism≡. Consider how your organism will obtain energy, how they will reproduce, etc. The essay should be four typewritten, double spaced, pages. The four pages do not include the title page, figures, or the references cited. You need to be able to answer the following questions.

- _ Does the organism possess all the necessary functions to maintain life?
- _ Are the structures you created capable of carrying out these functions?
- _ Can the systems within the organism work together?
- _ What environment (habitat) will your organism occur in?
- _ Is the organism appropriately adapted to that environment?
- _ Would this new species persist in its environment or rapidly become extinct?

2. You should make the effort to look up existing systems similar to your design in order to make your organism more realistic. You may find your description clearer if you include pictures or diagrams, only use them if they help bring out the point you are making. If you use a picture/diagram make sure to site the author in your references cited. Use the citation format as seen above.

3. Type a rough draft and edit. Have your lab instructor preview it and make comments or suggestions. The paper should be of superior quality, one of which you are extremely proud. Take the time to do a great job. It is your personal creation. Show off!

EVALUATION

The paper will be generally well written, it will address the topic, it will contain correct use of style, and it will flow. The grading criteria is below:

Content	60% (Thoughtful discussion of topics)
Organization	10% (Purpose of the paper is clear and orderly)
Style	20% (Ideas are expressed clearly and understandable)
Grammar/Mechanics	10% (Clean proofread paper without grammatical errors)

SOWK 300: Human Behavior in the Social Environment
Dr. Batya Hyman

An Assessment: The Integration of Theory and Interviews with Adolescents

PURPOSE:

This assignment requires the student to interview an adolescent and write a thorough assessment of the adolescent integrating the theoretical material covered in the course.

MOTIVATION:

As a social worker, you will be called upon to conduct an interview with an individual and to write an assessment that can be used in determining the need for intervention. With this assignment, you will develop and practice these skills. This assignment will provide you an opportunity to sharpen your interview skills and to integrate the theories we are studying as you analyze your discussions with adolescents. By interviewing an adolescent, reading about adolescence, participating in classroom discussions, and writing an assessment, you will have the opportunity to view this stage of development from a variety of perspectives.

AUDIENCE:

You are to write your paper as a report to the new social work students who are planning to work with this teenager. Please assume that these new students have not yet studied the theories of human behavior; therefore, it is your job to provide the information in the guidelines below in a readable form.

PROCEDURE:

You will interview an adolescent, age 14 through 17. **You may not interview a relative or someone you know well for this assignment.** Please think carefully about interviewing the child of a friend, classmate, or co-worker.

Please take the time to prepare for your interview with the adolescent. The next section, "Interview with the Teen," presents some suggestions to help you with this preparation. The next section, "Assessment Paper," presents the guidelines for the final paper.

INTERVIEW WITH THE TEEN

1. Look over the questions you are expected to answer in your paper and develop a list of topics to cover during your talk with the teen that will enable you to gather the information you need. Sometimes, merely inviting a teen to tell you about

him/herself will be enough, but be prepared to ask the teen to elaborate on some items or to address specific issues you're interested in.

2. Be prepared to pay particular attention to:
 - a. how the teen conveys a sense of self
 - b. how the teen balances activities and relationships
 - c. how the teen is coping with this developmental stage
 - d. how the teen currently relates to other systems (social supports, school system, extended family, etc.)
3. In addition, ask the teen at least one of the following questions:
 - a. to name the 1 or 2 people he/she most admires.
 - b. who he/she would turn to if he/she needed to talk over a problem.
4. Please identify one additional question or topic that interests you and explore this topic with the teen.
5. Please do not tape record your interviews. Social workers are expected to take a few notes during an interview and elaborate on those notes following the interview. This is a chance to practice that skill.

ASSESSMENT PAPER

Part 1. Introduction. 1 page maximum.

Briefly introduce the teen in his/her context. Who is this teen? Describe the teen's age, racial/ethnic background, gender, and other important characteristics. Where did you conduct the interview?

Part 2. Analysis.

Describe and analyze the teenager's:

- a. **cognitive development.** Based on the course materials, what would you expect to find in a teen this age? What did you find? What theories help you understand how to evaluate the teen's cognitive development? 1 page.

- b. **psychological and emotional development.** Based on the course materials, what would you expect to find in a teen this age? What did you find? How does Erikson's theory help you understand how to assess the teen's psychological development? 1-2 pages maximum.
- c. **family relationships.** Please describe the teen's progress in separating-individuating and whether the teen continues to maintain connectedness with his/her parents. Support your statements with comments from the teen. 2 pages maximum.
- d. **peer relationships.** Please discuss the teen's friendship and sexual relationships (if you and the teen are comfortable discussing this). Based on the course materials, what would you expect to find in a teen this age? What did you find? 1 page maximum.
- e. **relationship to the cultural context in which he/she lives:** class, ethnicity, race, gender, sexual orientation. What is the impact of this teen's gender, ethnicity, race, social class, sexual orientation, and religion on his/her life course? 1-2 pages maximum.
- f. **self-esteem.** What does the teen say he/she is good at?. Does the teen speak of goals for the future? Has the teen ever achieved a goal he/she set? 1 page.
- g. **behavior which may not be socially acceptable** (e.g., drugs, sexual activity). If you are not comfortable asking about this behavior, instead, you might ask the teen's views of the various prevention programs he/she has encountered: programs to prevent teens from using drugs (e.g., DARE), programs to teach kids the skills thought necessary to prevent sexual victimization (e.g., CAPP), programs to teach violence prevention, programs to improve AIDS awareness. 1 page maximum.
- h. What has been the impact of **oppression** on this teen's life course? Or, how may oppression likely affect this teen's future? This may be difficult for you to figure out. Please do not ask the teen directly about oppression, a term s/he may not understand. Instead, come up with some questions that may help you gather information about their experiences with oppression. This question should be answered as you discuss the above items.

As you address each question above, be sure to identify and summarize those theories that inform your understanding of this adolescent's growth and development. If more than one theory is useful to you in understanding this teen, please be sure to

identify and compare/contrast these theories. Identify any aspects of the teen's development which are not explained by these theories.

Part 3. Conclusion.

Conclude your discussion of the teen with **1 or 2 paragraphs** that summarize:

- a. the individual and systemic factors that have shaped the teen's life
- b. the challenges or issues the teen currently faces
- c. how you think the teen will navigate the current challenge, in light of your analysis.

MECHANICS:

Please double space your paper and leave a 1 inch margin on all sides. Your paper may not exceed 10 pages; only 10 pages of a longer paper will be graded. Please use the provided headings in your paper. Provide appropriate references, using the APA (American Psychological Association) format. Please proofread your paper carefully.

Please attach your notes from the interview to your paper.

EVALUATION:

Professional social workers should be able to conduct an interview and write a concise, yet complete, assessment. Evaluation will support these goals. Excellent, or "A", papers will address the following items very well:

proper grammar, coherent sentence structure, organization, and adherence to the guidelines regarding mechanics.

the outlined format and the integration of the theoretical material with the content of your interview.

The best papers will support their analyses with statements made by the teens.

Late papers will be penalized 5 points for each day late including weekends.

HIST 201: HISTORY OF THE UNITED STATES TO 1865

Ms. Claudia A. Hannon

Davidson and Lytle, After the Fact: the Art of Historical Detection.

During the course of the semester you will be required to complete short written assignments on required readings from After the Fact. Assignment of articles will be made in class two weeks prior to the scheduled due date.

PURPOSE

The assignment requires you to demonstrate an understanding of the article as well as how the historian employs certain methodologies in the writing of history. Please express your thoughts clearly and succinctly.

FORMAT

One page (one side of the paper). May be typewritten or handwritten. Neatness is important. Class discussion: 15/20 minutes.

DIRECTIONS

Read the assigned article carefully. The following questions should be addressed.

- 1.) What is the main point of the reading? What evidence points to this conclusion?
- 2.) In regard to the evidence presented, what did you agree with or disagree with? Why?
- 3.) Did you receive any new information in regard to the writing of history? If so, explain.
- 4.) What did you not understand?

Analyze the material, do not describe. Write as clearly as possible. Aim for clarity, specificity and succinctness. Come to class prepared to discuss the reading and your responses to the above questions. You must be present for discussion. No late papers will be accepted. You will be graded on the evidence of thought.

AUDIENCE

The instructor and your classmates.

EVALUATION

Content and Organization	70%
Format, Style, Grammar and Mechanics	20%
Discussion/Participation	10%

HIST 401: HISTORY OF U. S. FOREIGN RELATIONS

Dr. Maarten Pereboom

For this course you will write a 10-12 page research paper dealing with some aspect of U.S. foreign relations between 1865 and 1965. You may choose any topic, but you must be able to use primary documentation of support your argument. You will develop you paper over the course of the semester, completing the following assignments along the way:

1. Paragraph stating topic to be explored, including possible angle or thesis, due in class at noon on September 20.
2. One-page summary description of documentation available in the series *Foreign Relations of the United States (FRUS)* or other relevant primary sources, due in class at noon on October 4.
3. Brief summaries (one paragraph each) of five major secondary works on topic, due in class at noon on October 18. Each summary should include a description of the author's principal argument.
4. Complete rough draft of paper (typed, double-spaced and properly documented, with thesis highlighted) due in class at noon on November 15.
5. Final drafts due in class at noon on December 6, typed and proofread. **Late papers** lose one-third of a grade per day (e.g., an A- paper turned in at 1 pm on December 6 would drop to B+).

Purpose:

1. To explore the complexities and ambiguities of a foreign policy problem we may have discussed only briefly in class;
2. To improve vital professional skills in research, analysis and writing;
3. To learn to manage tasks over time (hence the assignments and rough draft due well before December 6).

Evaluation Criteria:

1. Topic should be neither too broad (e.g., the Vietnam war), not too narrow (no good sources available); if you have chosen an obvious or popular subject (e.g., Vietnam), have you take a fresh or unusual approach?
2. Thesis (main argument) should give focus and direction to the whole paper. All paragraphs following the introduction should serve to develop the argument.
3. Paper should make meaningful use of all relevant and available primary sources.
4. Paper should discuss other scholars' opinions on the topic.
5. Documentation must be thorough and consistent.
6. Paper must bear audience in mind: college-level readers (junior or senior) with a basic knowledge of U.S. foreign policy.
7. Paper must read smoothly (read drafts aloud to yourself, marking and revising passages that are unclear or awkward).
8. Paper must be free of spelling, grammatical and typographical errors.

CLINICAL LABORATORY SCIENCE PROGRAM

Dr. Diane Davis

GUIDELINES FOR CASE STUDIES DURING CLINICAL ROTATIONS

Course objectives served: The student will:

- a. Correlate clinical and laboratory data with disease
- b. State the principles of pertinent laboratory tests
- c. Troubleshoot laboratory tests, i.e. interferences, errors, etc.
- d. State normal human physiology and expected laboratory results
- e. Suggest follow-up for each case, as appropriate

Pre-requisite knowledge:

Pre-requisite course work for clinical rotation
Post-test/cognitive objectives for each clinical rotation

Date due:

On the day of the academic exam for the rotation

Intended audience:

Another clinical laboratory scientist / medical technologist

Purpose:

The student will learn how to integrate data from a variety of laboratory areas to arrive at an overall diagnosis or analysis of a patient's condition. The student will also evaluate the laboratory tests performed in terms of appropriateness, potential interferences and additional studies that might be helpful.

Information available to the student:

Cumulative laboratory computer printout- This may be obtained from another technologist or from the Clinical Coordinator. **It is essential that the patient's name and all identifying numbers be blacked out on ALL pages of the chart BEFORE the chart is removed from the laboratory.**

Patient's chart from Medical Records- File a request in Medical Records 1-2 days before you want the chart. **You may not copy or remove any information from Medical Records.** You should take notes on the pertinent material for the case study WITHOUT the patient's name being attached to it.

*****Please keep in mind that any patient information is confidential and should not be discussed anywhere outside the clinical situation or anywhere else that it is inappropriate. Violation of this policy is grounds for dismissal from the program.*****

Class notes
Textbooks and journal articles
Consultation with another student/technologist/pathologist/instructor

(Submission of a draft to the instructor for help in editing is acceptable and even encouraged in the first few rotations. By mid-semester, however, students should be able to independently complete all but the most complex case studies, and the instructor will not continue reading rough drafts except in unusually complex cases.)

The student will do the following:	Points:
Summarize the patient's symptoms, history, test results and diagnosis.	15
Analyze the data with particular emphasis on the laboratory area under study, interrelating results from other areas when pertinent. In the analysis the student should: Correlate each abnormal result or pattern of results with the given symptoms/history/diagnosis. Group all abnormal and normal results consistent with a given set of symptoms/history/diagnosis. Theorize cause(s) for all unexpected results that are inconsistent with the given symptoms/history/diagnosis. (Examples: test interferences, undetected diseases, inappropriate reference range for age or condition, etc.).	60
State conclusions. The student may: Suggest confirmatory or more specific tests that would support the diagnosis and what results would be expected if the tests were done. Discuss the principles of tests already utilized and how they relate to the patient's results. Discuss the principles of the confirmatory or more specific tests and describe how they might be superior to or supportive of tests already utilized. Describe the current treatment, preferred treatment, expected course of the disease and the most likely prognosis.	15
Use appropriate grammar, style, organization and mechanics.	5
Accurately cite references.	5
Total	100
NOTE: All information presented is evaluated for accurate citation of references. Plagiarism and poor citation of references are NOT the same thing. See the policy on plagiarism. Evidence of plagiarism will result in a grade of "F" for the entire course.	

Examples:

Each rotation syllabus will present specific subject areas from which to select your case studies and further guidelines as needed for each area. Good case studies from previous years from a variety of rotations are on file in the Clinical Coordinator's office to borrow and review. This is generally very helpful until you have written a few case studies.

Evaluation:

Points for the grade are distributed as above. Grades will be based on the thoroughness of the research and the ability of the data presented to support any conclusions. Students will be expected to critically analyze presented results and suggest appropriate confirmatory testing if any results presented are ambiguous (see items 2 and 3 above.)

ENGL 102: COMPOSITION II

Ms. Elizabeth Mulford

Fiction Paper: Character Analysis

Assignment: You are to choose a protagonist or an antagonist from one of our fiction unit choices and analyze this character based upon a comparison with another character from modern film, music, or literature. Your comparison must include terms associated with character analysis as well as a reflection of the themes depicted within these characters= conflicts.

An Example:

A student could choose to compare the older waiter in Ernest Hemingway=s AA Clean, Well-Lighted Place≅ to the character of Father Ray in the new series Nothing Sacred. Though the waiter=s faith in Anothing≅ contrasts with Ray=s Catholic beliefs, both face the need to find peace due to their estrangement from those who are Aall confidence.≅ An analysis of these characters would not only stress the individual=s motivation, but also look at this quest from two distinct modern perspectives. Our contemporary search for personal meaning would be illustrated through the comparison of these two characters. (The writer might want to focus upon one episode of a program for the length of this particular assignment.)

Purpose: By completing this exercise, you should realize why it is important to understand what motivates a character in choosing his/her/its path of action. If a character does not make sense, then it is probably because his/her/its motivation is unclear. Using a contemporary character as a comparison will allow you to see the conflict in terms of a known (and relevant) situation. Hopefully, this connection will also provide you with a chance for creative insight into you own entertainment choices.

Audience: Your instructor and other members of this class during our peer review process. You are to persuade your audience that they, too, wish to make comparisons like your own. Address their assumed skepticism about this assignment.

Knowledge and Constraints: You will need to carefully examine your contemporary source, documenting any material used in your comparison. Your essay should be three to four double spaced typed pages, with a clear thesis and strong supporting paragraphs. I will not accept any essay which does not use specific evidence from both works as support for its thesis. Follow MLA format as discussed in class and reflected in your Holt. Do not forget to give your work a personal title.

Evaluation: I plan to evaluate your essay based upon three major areas:

1. Do you mention both characters, their relationship (including your basis for comparison), and the themes echoed by this relationship?
2. Do you accurately use the terms associated with character analysis in order to link the discussion of these sources?

3. Do you have a coherent and clear pattern of development for this discussion?

**** Keep in mind that grammar and mechanics affect the evaluation process. Your paper should be virtually free of error in order for it be read as a polished draft.

What a Successful Essay Will Do

A thorough discussion of this topic will introduce the background of each character as well as the conflicts driving his/her/its actions. A comparison should then address these questions about the characters: How does each relate to the problem that he/she/it faces? Does character type reflect this motivation? How are they similar? How are they different? The essay should conclude with a reflection of how this comparison enhances the themes present. How does this analysis help you to interpret these themes?

**** A well-developed paper will stress the relevance of this comparison as well, accommodating the skeptical reader who does not see the value within this type of exercise. Therefore, as the writer, you must have a clear sense of why this comparison works for you. How did you come up with the idea?

PSYC 320: PSYCHOLOGY OF INFANCY & CHILDHOOD
Dr. Marta Losonczy

Observation Paper

Purpose: The purpose of this assignment is to have students observe children performing a task, record behavioral observations and analyze what they mean in terms of theory.

Knowledge: This assignment requires comprehension, analysis, synthesis, and evaluation of a developmental theory.

- Procedure:**
1. Choose a child between the ages of two and ten years of age to observe.
 2. Choose three Piagetian conservation tasks to test child.
 3. Explain assignment and procedures to parent and obtain written permission from parent (consent form is attached). Assure parent of confidentiality by changing child's name and stating that only the instructor will read this observation report. If the child is 10 years of age, the must be given information about the tasks and asked whether or not s/he is willing to participate.
 4. Set up tasks and test child.
 5. Immediately after testing record behavioral observations.
 6. Interpret observations according to Piagetian theory.
 7. Write a paper describing the testing procedure and behavioral observations, as well as your interpretation of the observations in terms of Piagetian theory.
 8. Attach signed consent of parent.

Audience: Instructor

Length & Format: The ideal paper is approximately 2 pages in length (not including consent), typed (12 point font) and double-spaced.

Evaluation:

75%	Content (based on descriptions of procedures, behavioral observations, and interpretation).
10%	Organization (title, introduction, logical development of thoughts, transition of ideas, conclusion)
15%	Mechanics (syntax, typed, double-spaced, stapled)

PLEASE NOTE THAT THIS PROJECT REQUIRES THE APPROVAL OF THE COMMITTEE ON HUMAN RESEARCH

FINA 311: FINANCIAL MANAGEMENT

Dr. Kashi Khazeh

TERM PROJECT

ANALYSIS OF FINANCIAL STATEMENTS

PURPOSE: The goal of this project is to familiarize students with the strengths and weaknesses of a real company as indicated by its financial statements. Investors as well as financial managers need this information. The former need is to estimate cash flows and their riskiness, while the latter need to evaluate their own performance and map future plans.

SOURCE: You will choose a firm whose common stock is listed on the **NYSE**. It is your responsibility to obtain the firm's most recent annual report and "Industry Averages". This information can be obtained from Compustat for Windows which is now up and running in the library. Compustat is an excellent source of data and reports. Additionally you can develop customized reports including inserting your own formulas.

MINIMUM CONTENT: **1.** Present a brief background of the firm's history and current operation. (Use Moody's Manuals, if needed). **2.** Compute, present, and write an analysis of each ratio discussed in Chapter 3 (of your text) for the five most recent years. You will perform both an intrafirm analysis (your firm's changing performance over 5 years) and interfirm analysis (your firm compared with similar firms). You may use Industry Norms and Key Business Ratios or Dun & Bradstreet Key Business Ratios, and or Robert Morris Association Annual Statement Studies. **3.** You should either construct two "Du Pont Charts", one for the most recent year available, and for the fourth year prior to that, or calculate ROA & ROE through "Du Pont equation" & "Extended Du Pont equation." **4.** Prepare an appendix showing the income statements and balance sheets for your company for the 5 year history.

DUE DATES: To be submitted & presented in class on Final Week.

MECHANICS: The paper is to be typed, double spaced, on 8 1/2" x 11" paper. Special care should be exercised with table format. For examples of good table formats, see either **The Federal Reserve Bulletin** or the **Survey of Current Business**. Papers not meeting these standards will be **rejected**.

EVALUATION: **1.** Content, organization, and research = 60% **2.** Effective writing (grammar and mechanics) = 20% **3.** Presentation = 20%.

ENGL 101: COMPOSITION I

Ms. Karen Rayne

ASSIGNMENT: A fundamental objective of English 101 is the improvement of your critical thinking, reading, and writing skills. The careful analysis of issues, coupled with creating and supporting an argument related to those issues, should help you to fulfill that part of the course goals. Therefore, you are to write an essay supporting one side of ONE of the issues on the attached sheet. Test your topic to be sure it meets the criteria of an *arguable issue*. You are expected to present **sufficient evidence** and to use **appropriate appeals** to convince your reader of the reasonableness of your stand on the issue. You are also required to acknowledge and either accommodate or refute **counterarguments** (the arguments of those on the opposite side of the issue). You have the option of trying to completely convince your reader through deductive and/or inductive reasoning, or you may attempt to promote a compromise on the issue through Rogerian argument.

PURPOSE: This assignment is designed to allow you to demonstrate: 1) your skill at writing a **persuasive argument** that is supported by **appropriate evidence, clear warrants, and effective appeals**; 2) your **research skills**—appropriate sources, careful analysis of those sources, and the use of a variety of evidence; 3) your **essay-writing skills--organization** of an essay into **well-developed paragraphs** explaining a **thesis**; 4) your **usage skills--clear and correct sentences, effective word choices, error-free mechanics**.

APPROACH: You will probably find that the most effective issue to write about is one you feel strongly about yourself, but keep in mind that you must be able to see the reasonable nature of your opponents; if you think that anyone who disagrees with you on this issue is an idiot, you will not be able to write an effective essay. It is also possible that you may be able to write a more effective argument in favor of the opposite position from the one you actually hold. Your purpose is to write an effective argument, not necessarily to reveal your true feelings on any given issue. **Five** outside sources are required, at least **two** of those **print** resources. You are required to argue from a position of **knowledge**.

FORMAT: This is a formal essay and must be presented as such, following MLA documentation format. That means that page layout, including margins, heading, title, header with page number, as well as quotations, parenthetical citations, and Works Cited page, will all conform to the standards of MLA. The essay **must be stapled** in the upper left corner. This paper should be printed in a standard #12 font and should be about **3-5** pages or **750-1250** words. These page and word counts are suggestions, not absolutes.

GRADING: This essay will be graded analytically, that is, scored for ideas, organization, style, grammar, and mechanics. Adherence to MLA documentation style guidelines will constitute **25%** of your final grade on this paper. The best essays will be those that fulfill the description of the assignment in a well-organized and grammatically and mechanically correct essay. **THIS ESSAY WILL COUNT 20% OF YOUR FINAL SEMESTER GRADE.**

DEADLINES: Draft due: Thursday, April 18
Essay due: Thursday, April 25 in class

TEN WAYS TO FIGHT HATE

1. ACT
2. UNITE
3. SUPPORT THE VICTIMS
4. DO YOUR HOMEWORK
5. CREATE AN ALTERNATIVE
6. SPEAK UP
7. LOBBY LEADERS
8. LOOK LONG-RANGE
9. TEACH TOLERANCE
10. DIG DEEPER

STEP TEN *DIG DEEPER*: Look into issues that divide us: economic inequality, immigration, homosexuality. Investigate discrimination in housing, employment, and education. Look inside yourself for prejudices and stereotypes.

SIX ISSUES TO THINK ABOUT

A Nation of Minorities

As the 20th century came to a close, New York City's million-student school system reported enrollment that was 38% black, 35% Hispanic, 19% white, and 7.9% Asian/Pacific Islanders. In some California schools, 20 languages are needed in some classrooms to help kids learn English. Even in Hall County, Nebraska—home of farms, a meat-packing plant, and fewer than 50,000 people—30 different languages are being spoken in homes. If recent trends continue, whites will lose their voting majority in several states between 2025 and 2050. By 2050, according to the President Clinton's Initiative on Race, "Asians, Hispanics, non-Hispanic blacks and American Indians together will approach 50% of the population." By the middle of the 21st century, we will be, in effect, a country of minorities.

Have and have-nots

We are a country whose citizens are more united than divided—so concluded President Clinton's Initiative on Race. But the cold statistics of the census remind us that the American dream is not equally shared. By virtually every indicator of success, people of color are at the bottom. Thirty percent of African Americans and Hispanics live in poverty, compared to 12% for whites. For blacks, unemployment is twice as high and pay is half as much. Infant mortality for black babies is more than double that of whites. Despite gains by the civil rights and women's movements, minorities consistently report discrimination in "most domains of life."

The fight for white souls . . .

Hate groups recruit white males, women, and children who have failed to realize their American dream. Oklahoma City demonstrated that men thought to be patriotic can be sucked into conspiracy theories and murder. The fear, outrage, and powerlessness felt by people being tossed about by world economics are real. The answer is not to label them as "kooks" or isolate

them and their fears. Potential recruits, whether laid-off auto workers, young skinheads, “Trenchcoat Mafia” members, or Midwestern farmers, need to hear progressive voices and be recruited into community-wide and national efforts. They need to feel connected to society and to find outlets for their frustration with weapons other than guns and violence.

. . . and black souls

After holding blacks in slavery for 200 years, after officially discriminating against and degrading them for another century, and having still failed to ensure that America lives up to its promise, no one should be shocked that the black community has produced demagogues with large followings. They portray white America as evil and reject integration as illusory and dangerous. Whatever its source, hatred must be denounced as we encourage the disenfranchised to reject separatism and join in the struggle to create a just and multiracial society.

Gay rights

Some people oppose protection of gays and lesbians in civil rights legislation and refuse to join tolerance coalitions if gays are included. Like other victims of hate crimes, gays and lesbians are the targets of jokes, harassment, and physical harm because of who they are. Demonizing them, as a handful of vocal, conservative church leaders do, creates a field of bias in which more harmful attacks are inevitable. We believe that to focus on the sex act, as gay-bashers do, diverts attention from where it properly belongs—respect, and the sanctity of privacy and personal security that must surround every human being. The debate over “special” protection must not influence the fundamental requirement that every member of our society be guaranteed the right to “life, liberty, and the pursuit of happiness.”

Hate crime laws

Hotly contested and flawed by reporting inaccuracies, hate crime laws serve an important purpose. They alert us to tension and hatred between groups of people. A hate crime against an individual is also an attack on a class of citizens, a “message crime” intended to terrorize everyone in that class. Hate crimes threaten a community’s health. They can trigger civil unrest and raise tensions between groups or between victims and authorities. Because of the great danger they pose, hate crimes warrant aggravated penalties. Hate victims are not asking for special rights, only for the freedom to live daily lives without fear.

Women as hate victims

More than 500,000 women are raped each year in America. Many others suffer intimidation, injury, and death at the hands of men. Under federal law, the brutalizing of women is not considered a hate crime. A growing number of human rights organizations believe gender should be included in bias crime laws. There is no question that stereotypes, slurs, jokes, and ongoing discrimination create an atmosphere in which women are made objects and targets.

PHEC 352: Motor Learning
Dr. Carol Wood

Hick=s Law Lab

The purpose of this lab is for you to replicate the phenomena of Hick=s law. In addition, you will be asked to analyze and interpret data to support the notion of information processing stages. To further your understanding you will also be asked to describe exceptions to Hick=s law. In conclusion, you will be asked to apply this law to a Areal world≅ situation.

Overview:

Hick=s law states that as the number of alternatives or choices double a log linear increase in RT should be noted. For this lab an Apple II or Apple II+ computer will be used.

To perform the lab, enter the motor learning lab diskette in drive #1 of the Apple computer. Check to make sure the Acaps lock≅ key is in the down position. Turn on the Apple. The menu for the motor learning labs will appear on the monitor. Use the right and left arrow key to highlight the alternatives on the menu. Use the arrow key to highlight ART≅ as a function of SR alternatives.≅ Once this option has been chosen press Areturn≅ to load the program.

Read the instructions on the screen before you begin. When your display asks for the number of trials that you want to do for each condition, enter the number A4". Press return to continue. The next menu will ask you to enter the order of trials. The order for your trials will be assigned to you by Dr. Wood. If you do not have this trial order see her before continuing. Press return to begin your RT trials.

Results-

1) Graph the mean RT and standard deviation for each of the four levels of stimulus/response conditions, e.g., simple, 2 choice, 4 choice and eight choice RT.

Discussion-

1) Explain these results in terms of the predictions of Hick=s law. Were there similarities/differences?

2) Relate your findings to the notion of an information processing mode. What stage(s) of processing are you manipulating? Explain your answer.

3) What are the exceptions to Hick=s law. What are the practical implications of these exceptions.

4) Apply Hick=s law to a sport setting. Explain when and why you would try to manipulate the information load of a task. Give an example of when you would increase or decrease the load.

BUAD 248: THE LEGAL ENVIRONMENT OF BUSINESS
Dr. Susan Cabral

MARYLAND NEGLIGENCE LAW: ANALYSIS AND RECOMMENDATION

PURPOSE

This assignment requires you to demonstrate an understanding of the differences between contributory and comparative negligence laws. It further requires you to decide which form of negligence law is the fairest and to construct a persuasive argument supporting your decision.

SOURCE MATERIAL

All the material you will need for the assignment can be found in your text and in materials on torts in the reference section of the library.

AUDIENCE

Maryland is one of only four states that still follow contributory negligence rules. Under pressure from plaintiff=s bar, a legislative committee is now holding hearings to decide whether Maryland should become a comparative negligence state. Defense attorneys, especially those representing insurance companies, are vehemently opposed to any change.

Senator Doe, for whom you work as a legal analyst, has asked you to prepare a report in which you analyze the differences between comparative and contributory negligence and make a recommendation about which proposal he should support. Senator Doe is not a lawyer and has only the foggiest notion about negligence law. He wants you to explain to him the difference between the two approaches to negligence and to give him a few concrete examples of how cases would have different results under comparative and contributory rules. Senator Doe will have to defend his decision to various constituents, so he wants as much relevant information as you can provide. Your senator is a dedicated public servant who wants to vote for the fairest law, not the law that will endear him to wealthy special interest groups. He is depending on you to articulate a standard of fairness and to show how the law he supports more consistently meets that standard.

CONTENT

Your report must include:

- a. a comparison of the ways negligence cases are litigated in comparative and contributory negligence jurisdictions. This should include a discussion of the burden on the plaintiff, the defenses available to the defendant, and the likelihood of each party prevailing.
- b. three (3) sample cases as litigated under comparative and contributory negligence: a hypothetical medical malpractice case; a hypothetical personal injury case based on an automobile accident; a hypothetical product liability case. Since negligence cases tend to be fact intensive, include as much factual detail in the examples you make up as necessary. You are encouraged to include human and colorful details, but please try to avoid the overly lurid.
- c. your evaluation about which system is fairer and better serves the interests of society as a whole. Note that this calls for you to articulate a standard of fairness and show how the rule you have chosen meets this standard.

LENGTH AND FORMAT

Your paper should be approximate seven (7) pages in length, typed and double spaced. A cover page should include the title of your paper, your name, class section, date and my name. Papers **must** be secured with a staple in the upper left-hand corner: do not use any other cover or folder.

EVALUATION

Content and Organization 80%

Your evaluation will be based on

- * how fully you explain the rules of law that apply to comparative and contributory negligence
- * the aptness of the examples you use
- * how clearly you state the standard of fairness that applies and how well you argue for this standard

Style, Grammar and Mechanics 20%

SCED 333 - Secondary English Methods
Dr. Nancy L. Michelson

Final Course Project - Instructor's Handbook

Purpose: As a culminating activity for the course, you are to create a personalized teaching manual for secondary English teaching. This assignment is intended to help you put the pieces of instructional strategies and educational issues that we have addressed throughout the semester into a big picture of teaching English in either middle or high school.

Knowledge to include: Throughout the semester, we have addressed a variety of issues of English instruction: teaching literature and writing, sub-skills (grammar, vocabulary and spelling), the research process, classroom management. A variety of methodologies and specific activities have been presented, demonstrated and evaluated for each of these areas. Your handbook should include suggestions or procedures from each of the topics addressed in class that you would consider using in your own secondary English classroom. You need not include every idea presented in class this semester, only those that are congruent with your personal teaching philosophy and style. However, for any specific topic, it is expected that you will have gained at least two or three viable alternatives, and that these should appear in your handbook.

Another possibility for inclusion in the handbook are suggested materials, perhaps bibliographies, copies of actual text, or handouts that have been shared by your classmates (to include only with permission).

Audience: The manual will demonstrate to me that you have thought about all the various aspects of teaching English that have been addressed this semester. At the same time, it should serve as a functional resource for you, as you begin your professional career. Finally, this manual may become part of the professional portfolio you carry with you to interviews when you begin your job search, following your student teaching experience. As a result, the organization, style and accuracy of this handbook are important features.

Length and Format: The ideal handbook would consider each of the topics covered in the course, with several alternate ideas represented in enough detail for the reader to be able to implement the activity. The form should be topical organization, but may be either narrative or outline. The handbook should contain a minimum of ten pages of content.

Evaluation:

Ideas -

- Includes rationale for inclusion of each item
- Provides clear detail for materials and activities needed to implement each strategy (40)

Organization & Style -

- Arrangement by topic
- Formatted & presented as a professional publication (typed, cover page, index & numbered pages)(35)

Grammar & Mechanics -

- Should reflect a final editing for precision (25)

SCED 334: SOCIAL STUDIES IN THE SECONDARY SCHOOLS
Dr. Joel T. Jenne

PURPOSE

This assignment is designed to assist you in beginning to think of teaching as a research activity. In addition, it is designed to help you make connections between classrooms and research based on classrooms, by having you formally write up a classroom based research proposal.

FORMAT

The format to be followed is one I constructed that is a six-step classroom research proposal process. (See attached sheet) You will be called upon to write a two to three page double spaced paper that contains all six elements. Citations and references should be done in APA style as modeled in class.

KNOWLEDGE

In order to write this proposal you will have to have knowledge of a classroom situation and observe it from a teacher=s perspective. The choice of the actual situation or issue is yours. In addition you will need to have knowledge of educational research literature and how to access that literature through the library.

AUDIENCE

The audience you are writing for should include your instructor, your peers and educational professionals interested in classroom based research. The eventual audience will include yourself as you approach your teaching from a research stance.

EVALUATION

You will be evaluated on how well you formulate the question and follow the outlined six step format in discussing it. In addition you will be evaluated on your ability to make connections between your classroom based issue and the theoretical literature. Finally you will be evaluated on grammar and mechanics including following APA style.

Teacher Personal Theorizing Teacher Research

- 1.) An issue or question derived from a felt need or dilemma based on classroom experience(s) or observation.

- 2.) Wording it as a possible research question.

- 3.) A short review of the literature dealing with this particular issue. (two articles)

- 4.) Devising a plan for carrying out data collection in the classroom that will help inform you further about this particular issue.

- 5.) Speculation as to what you expect find from your research based on your observations and preliminary reading of the literature.

- 6.) A brief discussion of how you plan to share the information with others who may be interested.

GEOG 321: REMOTE SENSING OF THE ENVIRONMENT
Dr. Mara Chen

ASSIGNMENT: A three double-spaced pages paper on comparing the Landsat imaging system with Aerophotography.

PURPOSE:

This paper is to provide you with an opportunity to test your ability to obtain, comprehend, and assess information on the major advantages of the Landsat satellite systems and aerophotography. Also, it is to practice your critical thinking skills by comparing the two remote sensing systems.

KNOWLEDGE:

You need to review the corresponding chapters in the textbook and the lecture notes on this topic. Also, you may review other materials concerning the topic such as books and PE&RS magazines in the library. Remember to document your citation sources.

AUDIENCE:

Your fellow students, professors, and other professionals who are interested in remote sensing.

FORMAT:

A suggested outline:

- Introduction
- Data Capture and Recording
- Image Resolution and Applications
- Discussion and Summary
- References

EVALUATION:

- Content: 70%
 - Organization: 20%
 - Writing Skill 10%
- (sentence structure, spelling, and grammar)

ENGL 470: HISTORY AND THEORY OF RHETORIC
Dr. Elizabeth H. Curtin

Reaction Paper

Twice during the semester you will be turning in 2-3 page reaction papers. I assign these papers to see which ideas, suggestions, or issues strike you as important and to give you the chance to do some initial exploration of the issues and their implications. These papers are a way for both you and me to see where you might enter into the conversation of the discipline. One or both of these papers could easily turn into your final project. Below I have listed the elements that you need to consider in writing your paper.

Purpose

You are to explain one strong reaction you have had to any idea, issue, argument, or problem related to the readings or discussions in the course to date. In the paper you should clearly explain what you are reacting to, define what your reaction is, and explain as much as possible the reasons you had that reaction. (These reasons might suggest assumptions you hold or experiences you have had.) In your conclusion try to explain why your reaction could be important to the study of rhetoric its history.

Audience

Other members of the class and me.

Format

Any kind of clear organizational pattern will do. (The range of variation for this seems fairly narrow.) Be sure you make one point and back it up in some logical order.

Style

What Aristotle called "middle style": somewhere between pompous, overblown academic language and slang. I will, of course, expect you to be concise, clear, and smooth. I suspect I am somewhat suspicious of flowery styles for papers like this one. Although passive voice is not one of my pet peeves, wordiness in general is. Make every word count.

Mechanics

No cover sheet is necessary. Use MLA format.

Grammar

Follow the rules of standard English grammar. When in doubt either accept the American Heritage rulings or be prepared to argue. For example, I know a strong argument against the use of "whom" in a sentence initial position and would find "who" preferable even as an object in some contexts. I could not, however, ever mark you down for using "whom" if our often illogical, obsolete Latin grammar structures allowed it. Should you be faced with the necessity of choosing a singular pronoun, be sure you consider the great he/she controversy and see if you can figure out how your audience will react. (Using plurals wherever possible can get you off the hook.)

Grading criteria

The best papers will clearly explain the issue, problem, or concern you recognize. "A" papers will also explain or attempt to explain the assumptions or beliefs that cause your reaction. "A" papers will also be virtually free from error, clearly organized, and concise.

PSYC 445: COGNITIVE PSYCHOLOGY

Dr. J. Craig Clarke

Experiment Report Procedures

PURPOSE

The experiment report is intended to serve as a major writing activity, and as a project to increase the your in-depth understanding of the investigation of cognitive processes.

KNOWLEDGE

The report should include background information on the experiment, a clear description of the experimental procedures, and a presentation and discussion of the findings. Supporting information for the experiment can be found in the course textbook (Reed, 1996), in the library, or through consultation with the instructor.

AUDIENCE

The appropriate audience for the report is any person knowledgeable in cognitive processes, such as the instructor, other psychology instructors or the members of the Cognitive Psychology class.

LENGTH AND FORMAT

The general format for the report should follow the procedures described in the Publication Manual of the American Psychological Association (American Psychological Association, 1994). Detailed descriptions of the APA format can be found in a number of sources available to you, including the manual mentioned above, the Holt Handbook, and many experimental psychology textbooks (e.g., Cozby, 1993; Martin, 1991; Shaughnessy & Zechmeister, 1990). In addition, there are texts specifically designed to help psychology undergraduates improve their report writing and knowledge of the APA format (e.g., Parrott, 1994; Rosnow & Rosnow, 1995).

Each report should be divided into sections, including an introduction providing background for the experiment, a detailed description of experimental methodology, and a presentation and discussion of the results. The body of the report (introduction, method, results and discussion) may not exceed six typed pages. The title page, the reference list, and tables or figures are excluded from the page limit.

Since students vary considerably in their familiarity with the American Psychological Association (APA) writing format, reports will not be graded on their conformity to the mechanical aspects (e.g., types of headings) of that format. However, issues of grammar, clarity and organization will be considered in grading the reports. In the interest of consistency the present description of the assignment is written in the APA format and may be considered a model.

Title and Affiliation. The first page of your report should contain only the title of your report (noting Original Draft or Final Draft), your name, your affiliation (this course), and the date. The header should include the first few words of the title and the page number. The running head is optional.

Introduction. The introduction of your report should begin on the second page (please note that you are not required to include an abstract) and should introduce the topic and present

relevant background material. Your experiment report should open with a statement of the specific problem under investigation. Why are you doing the experiment? Why is it of interest?

To place your study in proper perspective you should discuss the relevant literature. Limit your historical review to only those studies that bear on the specific issues you are investigating. Avoid references that are only marginally relevant. The literature review for a replication study can include only the citation of the replicated study. Use primary sources when possible. "If you summarize earlier works, avoid nonessential details; instead, emphasize pertinent findings, relevant methodological issues, and major conclusions" (American Psychological Association, 1994, p. 11). Since there are often several plausible theories or explanations for cognitive phenomena you should include discussions of those that directly apply to the phenomenon you are investigating.

Once you have introduced the research problem and placed it in historical perspective you should state explicitly your research hypotheses or predictions.

Method. The method section of your report should describe in detail what you actually did. "It is both conventional and expedient to divide the Method section into labeled subsections" (American Psychological Association, 1994, p. 13), so I suggest that you follow this convention, and use Subjects, Apparatus, and Procedure subsections.

Subjects. Who were your subjects? How were they selected? How many were there? Provide relevant demographics, such as age, gender, and so forth.

Apparatus. Describe the apparatus or materials used in the study. If you used commercially available equipment or software, include model name, model number, and manufacturer. If you used custom-made equipment, include a description of the equipment. Standard laboratory materials (chairs, tables, etc.) need not be described.

Procedure. Summarize everything you did in conducting the experiment. Instructions to your subjects should be paraphrased for the report. If you are using a traditional set of procedures be sure to cite the original source. It is essential that you provide sufficient detail to allow the reader to accurately evaluate your methodology. You may also include specific aspects of your research design in the procedure section.

Results. Present your results as clearly as possible. "When writing the results section, it is best to refer to your predictions as stated in the introduction" (Cozby, 1993, p. 215). Your results section can be organized around your hypotheses, and should summarize the data in sufficient detail to support any conclusions. The results section contains your presentation of descriptive and inferential statistics. Remember that tables or figures act only as supplements to your eloquent prose (Cozby, 1993). Be sure to support these forms of data presentation in the text of your report. In other words, you must explain the tables or figures.

Discussion. "After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect to your original hypothesis" (American Psychological Association, 1994, p.18). Cozby (1993) suggests organizing your discussion section around the original purposes of the experiment as stated in your introduction. Do your results support your predictions? If yes, discuss how your findings relate to the body of knowledge of your topic. If no, discuss possible explanations. You may wish to discuss the strengths or weaknesses of your experiment, specific possibilities for future research, or practical applications of your findings. Avoid vague generalities.

References. Any source that you cite in your text must be included in your list of references. Any source in your reference list must be cited in the text. Some examples of some of the types of sources you may need to reference are shown below.

1. Book, one author:
Goldstein, E. B. (1989). Sensation and perception (3rd ed.). Belmont, CA: Wadsworth.
2. Book, two authors:
Ellis, H. C., & Hunt, R. R. (1983). Fundamentals of human memory and cognition (3rd ed.). Dubuque, IA: W. C. Brown.
3. Book, corporate author:
American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.
4. Journal article, one author:
Rosch, E. (1975). Cognitive representations of semantic categories. Journal of Experimental Psychology: General, 104, 192-233.
Although the APA publication format requires that references in manuscripts submitted for publication be indented as shown above, you should use hanging indents as shown below for your reports.
5. Book, one author:
Goldstein, E. B. (1989). Sensation and perception (3rd ed.). Belmont, CA: Wadsworth.
2. Book, two authors:
Ellis, H. C., & Hunt, R. R. (1983). Fundamentals of human memory and cognition (3rd ed.). Dubuque, IA: W. C. Brown.
6. Book, corporate author:
American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.
7. Journal article, one author:
Rosch, E. (1975). Cognitive representations of semantic categories. Journal of Experimental Psychology: General, 104, 192-233.

MANDATORY TYPING INSTRUCTIONS

The report instructions are intended to illustrate the format that you can use for your report. For example, the types of headings I've used throughout can be used in your report. However, a few aspects of your report could not be illustrated, so I'll just tell you about them.

1. Your report must be typed. If you use a word processor use NLQ or better. Use 12 point or 10 cpi fonts. Remember that clarity is essential. Select a typeface (e.g., Times Roman, Courier, American Typewriter) that is clear and legible. Do not use italics or boldface for emphasis. Double-space everything you type. Use one-inch margins all around. Do not right justify.

2. Each table or figure must be done on a separate sheet of paper; not incorporated into the text. They should be numbered consecutively, such as Table 1, or Figure 1, and so referred to in the text. Figures may be hand-drawn, but they must be neat (use a ruler) and clear. All tables or figures must be titled.

3. Your reference list must begin on a separate page, and must be in alphabetical order. Do not begin your references on the same page as your discussion.

4. The introduction is the only section of the body of your report that must begin on a new page.

5. If you make any typos (and you will), correct them. You may do this in pencil if necessary, but please don't cause me to have to correct typos or misspellings. Remember, the original draft of the report is simply the first draft you are submitting, not the first draft you have written or typed. If you are word processing corrections are simple and relatively painless. Be sure to use the spell check feature. Typos and misspellings can influence your grade.

6. Number the pages of your report consecutively starting with the title page. Staple the pages of your report together. Please note that a paper clip is not a staple. Do not put the report in a folder.

7. Avoid plagiarism. If you use someone else's words, give credit. If you use someone else's ideas, give credit. When using a direct quotation (and please avoid overuse of quotes), include the source, date, and page number for the quote. Note my examples above.

8. Avoid collaboration. Your reports must be written independently. If you have a question about some aspect of the report you would be wise to discuss it with the instructor rather than a classmate.

9. Be sure to make copies of your paper. It could be lost or damaged or your dog might eat it. Computer disks can be attacked by gremlins and computers can be disabled by viruses.

DEADLINES

Preliminary Draft - TBA _____

Final Draft (accompanied by the graded preliminary draft) - TBA _____

GRADING

Your report is worth up to 100 points, 30 points for the original report and 70 points for the final report.

Original Report. Grading for the original report will be based on the following three criteria: first, how well you demonstrate your understanding of all aspects of the experiment; second, the clarity and organization with which you present the information in the report (The better you understand the experiment {its purpose, methodology, and findings}, the better your report will be); and third, mechanical issues, such as grammar, spelling, typos, etc.

Final Report. Grading for the rewrite will be based on the following criteria: first, how effectively you have incorporated the instructor's comment from your first report; and the three criteria for the original report. I expect your final reports to demonstrate significant improvement over the original reports, and my grading criteria will reflect that expectation.

References

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Cozby, P. C. (1993). Methods in behavioral research (5th ed.). Mountain View, CA: Mayfield.

Martin, D. W. (1991). Doing psychology experiments (2nd ed.). Pacific Grove, CA:

Brooks/Cole.

Parrott, L. III. (1994). How to write psychology papers. New York, NY: Harper Collins.

Reed, S. K. (1996). Cognition: Theory and applications (4th ed.). Pacific Grove, CA:

Brooks/Cole.

- Rosnow, R. L. & Rosnow, M. (1995). Writing papers in psychology (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Shaughnessy, J. J., & Zechmeister, E. B. (1990). Research methods in psychology (2nd ed.). New York: McGraw-Hill.

PSYC 300: DEVELOPMENTAL PSYCHOLOGY

Dr. Kathleen 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, analyses 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.

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 cover, folder, etc.

Due date: Monday, November 28, 1988.

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

FREN 201: INTERMEDIATE FRENCH
Dr. Arlene White

Purpose - to practice new vocabulary and verb tenses

Audience - a friend from your French class to whom you are writing while on vacation

Knowledge - passe compose; imperfect tense

Length - 100 - 150 words

Format - During vacation, you are writing a letter to a friend from French class. In the letter, you want to share a special moment in your life. Describe how old you were, where you were, what was going on around you when the event occurred. Tell why you are able to remember the event so vividly.

LESSON

Pre-writing - students brainstorm important events in their lives general discussion regarding why these events were important

Give and explain assignment

First draft - students bring first draft to class copy is read by 2 other students who offer comments/ suggestions regarding style, grammar, and mechanics

Evaluation - copies are then collected and graded for the message, style, and adherence to the assignment errors are indicated and categorized

Second draft - students rewrite and edit first draft copy is again read by 2 different students both copies are collected

Evaluation - second draft is graded for grammar and mechanics (i.e. 2 grades for each composition are recorded)

BIOL 419: BIOLOGY SEMINAR
Dr. Thomas Jones

PURPOSE

To explore recent developments, theories, and discoveries in the life sciences; to practice the skill of synthesis; to practice writing formal reports from collected data

AUDIENCE

Your instructor, classmates, and other professionals in the life sciences

KNOWLEDGE

You will need to collect current information about developments concerning one issue in the life sciences. The content of your paper will be supported with references to this research.

FORMAT

After collecting data on an issue of your choice, you are to synthesize this research into a carefully developed paper of four double spaced typed pages. Your paper must also include a bibliography typed using the APA format for documentation.

Graduate students must provide a report of at six double spaced typed pages and must include a substantial number of references from the original scientific literature.

EVALUATION

Papers will be graded on the following:

- the thoroughness of your research
- your ability to synthesize and organize this material
- your sentence structure, style, grammar, and mechanics

HIST 101: WORLD CIVILIZATIONS
Dr. Timothy Miller

PURPOSE: To prepare for class discussion and to practice writing skills

FORMAT: The micro-theme essay is to be typed single-spaced on an index card 5x8 in size (the largest standard size index card). Make your answer five to eight sentences in length.

KNOWLEDGE: You will need to read Plutarch's Life of Pericles in order to complete this assignment.

For the first micro-theme, answer one of the following questions; however, you should answer all of the questions in your notes so that you will be prepared for the class discussion. Be sure to note page references from your Penguin Classics edition of Plutarch in answering these questions.

1. What was Plutarch's purpose in writing this life of Pericles? (Find specific passages and note the page numbers.)
2. Find an example of Plutarch's upper-class attitude (an attitude which was the curse of the later Greek intellectuals).
3. Which had the most influence in shaping Pericles' ideas?
4. How did Pericles strengthen the democracy at Athens (make the government more democratic in practice)?
5. Compare the political-economic programs of Cimon and Pericles. (Can you make any comparisons to American politics in 1984?)
6. What was the Delian League? (To answer this question consult the text Strayer or go to the Library and consult the Oxford Classical Dictionary.)
7. What was Pericles' most dazzling achievement? Why was it controversial?
8. In the account of Pericles' siege of Samos (pp. 192-195), find evidence that Plutarch's primary sources were in disagreement.
9. Tell us something about Aspasia.
10. According to Plutarch, what were the causes of the Peloponnesian Wars?

EVALUATION

The micro-theme assignment is part of the University's Writing Across the Curriculum Program. Therefore, proper grammar, coherent sentence structure, and organization will count just as much as content in determining your theme grade.

ENGL 203: UNDERSTANDING POETRY
Dr. Raymond A. Whall

PURPOSE

This assignment will test your ability to (a) comprehend a poem's central theme; (b) to test your knowledge of how the poet employs certain poetic devices to reveal or embody the theme; (c) to evaluate your ability to express your insights in clear, effective language.

KNOWLEDGE

You may choose a poem from the following list; these poems will not be discussed in class. However, the assignment will require you to practice the skills that we have been developing since the semester's commencement. These include your ability to comprehend the meaning of a poem—that is, to explain and interpret it; and to analyze the poem by explaining how certain parts or devices function in the poem to contribute to our understanding of the poem's meaning.

AUDIENCE

A critical and sympathetic reader of poetry who desires enlightenment.

LENGTH AND FORMAT

One essay of approximately 1000 words.

GRADING CRITERIA

IDEAS... ..	30%
ORGANIZATION	30%
STYLE	25%
GRAMMAR & MECHANICS...	15%

You may choose one of the following poems

- "Girl Help" 126
- "Blackberry Eating" 138
- "Bavarian Gentians" 215
- "Piano" 249
- "Filling Station" 280
- "California Hills in August" 310
- "Spring" 318
- "The Intruder" 329
- "Ex-Basketball Player" 370

COSC 250: MICROCOMPUTER ORGANIZATION
Mr. Dean Defino

ARTICLE REVIEW REPORTS

PURPOSE

In order to fulfill class objective number 2 (to learn the hardware technology used in computer magazines and to be able to review, both in written and oral form, computer hardware literature), it will be necessary for each individual to read an assigned article, or an article of your choice approved by the instructor, on the organization of a microprocessor, and to critique the article based on the criteria listed below.

KNOWLEDGE

The article evaluation should include the following:

- 1.....Summary of the basic points
- 2.....Author's credentials and background
- 3.....The article's intended audience
- 4.....Style of writing
- 5.....Structure and organization
- 6.....Subject content
- 7.....Personal evaluation of the microprocessor and how it compares to those studied in class.

AUDIENCE

You should assume that your audience (individuals who will be expected to understand your critique) will be both your instructor and your classmates.

LENGTH AND FORMAT

The review should be between 4-7 typewritten double spaced pages. It should also include a 1 to 2 page outline as demonstrated below. You must use a word processor. The article review will be collected at the beginning of class on the date announced in class.

An example outline which would then be used to write the evaluation is given below. (Only Roman numerals I and II are completed for the particular article.

I. Introduction

A. Bibliography

1. Title: "A Comparison of MC6800 Family Processors"
2. Author: Thomas L. Johnson
3. Byte magazine September 1986 Vol. 11, No. 9 page 205

B. Subject of article: Hardware and Instruction sets of five members of the Motorola MC68000 microprocessor family.

C. Aim of the article: To give a comparison of the five members of the MC68000 family in relation to speed, hardware organization, instruction set, and how they are compatibly.

D. Intended Audience: Individuals with a background in both assembly language and microprocessor organization theory.

II. Author's background

A. Qualifications: Staff engineer at Motorola Inc.

B. Bias: Works for Motorola and thus perhaps has a bias for Motorola products.

III. Summary of Article (Content outline)

IV. Organization (Describe the development of the theme or argument)

V. Style of Language (Is it technical, narrative, etc.?)

VI. Personal Evaluation (What do think about the article?)

EVALUATION

You must use correct sentence structure, syntax, grammar, spelling, and so on. The review should be carefully organized and demonstrate structure, synthesis, and an orderly progression of thought. You may be asked to give an oral presentations on the reviews, so all should be prepared with that in mind.

Grading:

Writing style (word choice and sentence structure).....	20%
Mechanics (grammar, spelling).....	10%
Content.....	40%
Personal Evaluation.....	20%
Outline.....	10%

PSYC 325: HUMAN SEXUALITY
Dr. I. Eugene 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. Adaptation-innovation and self-esteem. Journal of Social Psychology, 127(3), 351-352.

Kirton's Adaptation-Innovation Inventory Theory (A-I) 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 extraverted, 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.

MATH 465: MATH MODELS AND APPLICATIONS
Dr. Donald Cathcart

GUIDELINES FOR INDIVIDUAL PROJECT GAMMA

PROJECT AND PURPOSE

Study in depth at least one model or group of related models. Explain the origin of the model, the assumptions made for the model, and the justification for these assumptions. Explain the known consequences of the model (i.e. the known theory) and discuss any testing of the model which has been done.

FORMAT

The project may be expository or you may attempt to formulate an original model or conduct an experiment. Some suggested projects are given below.

LENGTH AND GRADING CRITERIA (FOR PAPERS)

Written projects must be at least three double spaced typed pages. Of course, it is required that all papers be prepared using acceptable written form; these papers will be graded on form as well as content.

DEADLINES

- a. Choose your area of study by February 27. You must obtain approval of your topic by presenting evidence that you have sufficient references to study.
- b. A progress report is due by March 20. This report should consist of a tentative written outline and bibliography.
- c. The final report is due by May 1.

COALITIONS

Coalitions are legal, but cannot exceed a size of 2 individuals.

SUGGESTIONS

Some titles of student projects collected in the past:

- a. Creating a Math Model: Making Magic
- b. A Mathematical Model: Formulation of an Optimal Sailing Strategy
- c. Integer Linear Programming
- d. A FORTRAN IV Program Using the Simplex Algorithm to Solve a Restricted Maximum Problem
- e. Factors Affecting Willingness to Cooperate in a Prisoner's Dilemma Game
- f. Deterministic Population Growth models
- g. Models as Economic Tools
- h. Investigating Models for Cliques
- i. A Stochastic Model for Population Genetics
- j. How to Minimize Maximum Possible Error in Laboratory Dilutions
- k. Electricity and Magnetism and the Existence of the Magnetic Monopole
- l. A History, Mathematical Analysis, and Application to a High School Mathematics Laboratory Experiment of Buffon's Needle Experiment
- m. Simulations of a Season's Competition Between Two Baseball Teams
- n. Development of a Competitive Game to Simulate Bowling.

Jill Caviglia-Harris
Deriving Production and Cost Curves
October 2001

Purpose: To assist students in understanding the shape of production curves. Students often have trouble with the graphs that are used in economics, and don't view them as tools that can assist them in the class, but rather see them as a hindrances. This exercise helps the students to derive the curves using a hands on approach.

Audience: Sophomore level students that have never seen the material to be covered.

Extensions: The law of diminishing marginal returns is a physical law derived from mathematics, so many related extensions can be made. For example, it can be used to explain population issues in fisheries, or islands, or any scarce resource such as limited food. This also can be use to explain survival of the fittest. And, in math a similar approach can be used to explain first and second derivatives. (The marginal values calculated are the first derivatives of the total values).

Directions: All directions for students and instructions for the professor can be found in the following handouts.

Deriving Production and Cost Curves Class Handout

We will be playing a production game today. Before we begin the game, I would like you to answer two questions. You have about 5 minutes to complete the them.

1) If you were starting a new business how do you think the output of your good would be affected as the number of workers that you hire increases, *ceteris paribus* (everything else is held constant, such as the quality of the product, advertising, and the size of your production facility)? Explain your answer using an imaginary product that you will be producing, and explain your answer in terms of trends (i.e. increase, decrease, stay the same). If you do not know the answer, take a guess.

2) How do you think that your marginal output (the change in output that results from adding one additional worker) would be affected? Explain your answer using the product that you have chosen to produce, and explain your answer in terms of trends (i.e. increase, decrease, stay the same). If you do not know the answer, take a guess.

Your instructor will explain the rules of the game, but essentially the class will be producing “widgets”. You will record the output of your class members in each round of the game.

ROUND	# OF WORKERS	TOTAL OUTPUT (Q)	AVERAGE OUTPUT (AP)	MARGINAL OUTPUT (MP)
Definition				
Round 1				
Round 2				
Round 3				
Round 4				
Round 5				
Round 6				
Round 7				
Round 8				
Round 9				
Round 10				
Round 11				
Round 12				

When you have completed the chart above, graph the production function, AP, and MP below.

1) According to your graph how is the output of wheat affected as the number of workers increases?

- 2) According to your graph how is the average output of wheat affected as the number of workers increases?
- 3) According to your graph how is the marginal output of wheat affected as the number of workers increases?
- 4) Why are all of the curves shaped in this manner?

Deriving Production and Cost Curves

Directions for the Instructor

Before class have a small table, scrap paper (about 300 sheets) and a stapler (filled with staples) prepared. Assign 12 students to be workers and number each one worker #1, #2, etc. Tell students they will be making widgets.

A widget can be “made” by taking an 8 ½ X 11 sheet of paper folding it in half two times and stapling it closed once.

Begin the first round with worker number one. Tell the student to prepare as many widgets as he/she can in 30 seconds. After the round count the number made, record these, and add worker number two to the team. Give the two students 30 seconds to make as many widgets as they can. After 30 seconds stop the team, count the widgets made, record the results, and add a third worker. Continue this until all 12 workers are on the team. The table should be small enough so eventually there is crowding.

The objective of the game is for marginal and average output to decline as workers are added. This occurs because there are two fixed resources: staplers and the table (physical space). The students are asked to calculate marginal and average values from the total widgets produced and to graph the results. Students learn that the law of diminishing returns explains why marginal and average output (and even total output) declines as crowding occurs. This law explains why all the curves are “u” shaped and why marginal values (or first derivatives) decline as the total value increases at a decreasing rate.

**COSC-450 Operating Systems
Spring 2002
Research Paper**

Assigned: Tuesday, March 12
Topic Choice Due: Tuesday, April 2
References Due: Thursday, April 11
Final Paper Due: Thursday, May 2, in class
Oral Presentations: Week of May 6

Background

The purpose of doing this research paper is to expand your knowledge of operating systems and give you some feel for how to research a topic. This is an individual task, not a group project. You may consult with others if you wish, but you must personally do all the research and writing on your own.

Your paper should be about 3-5 pages long.

Tasks

1. Choose one of the topics listed below (or some other OS topic, subject to approval).
2. Find two or more references to research papers on your topic.

Important note: Your references must be to substantial papers. Most papers on the web are not substantial. Most papers in commercial magazines (Byte, PCWorld, *etc.*) are not substantial. If you want to use a paper from the web or from a commercial magazine, check with me first.

You will find substantial papers in ACM or IEEE publications such as Communications of the ACM, IEEE Transactions on Computers, IEEE Computer, Computing Surveys, IEEE Transactions on Software Engineering, IEEE Software, Proceedings of ACM Symposia on Operating Systems Principles (SIGOS) *etc.*

3. Write your paper summarizing at least one of the reference papers. Pay special attention to the following questions:
 - o What is the topic you are writing about? Describe it briefly.
 - o How long has it been around? When was it developed? By whom? For what purpose?
 - o How does your topic fit with the topics covered by this course? Discuss similarities and differences with course material.

- o Where is this topic going? Is there ongoing research? Is it commercialized? If it's used, how?

Note that this is a technical paper. It must use correct spelling and grammar. It must be organized well. It must be neatly printed, double-spaced. Do not simply quote from your sources (in fact, there should be very few quotes at all). The goal is to summarize the material in a cogent way.

Your paper will be graded on technical merit, completeness, organization, spelling, and grammar.

Hints and Suggestions

Here are some suggested topics:

- Solaris thread model.
- Windows NT thread model.
- Memory management in Windows NT.
- Memory management in Solaris
- Memory management in Linux
- Process management in Solaris.
- Process management in Windows NT.
- Process management in Linux.
- Linux Filesystem.
- Windows NT Filesystem.
- OSP (Operating Systems Project).
- BACI (Ben-Ari Concurrent Interpreter).
- Nachos.
- CORBA (Common Object Request Broker Architecture).
- Gnu Hurd OS.
- Eros research at Univ. of Pennsylvania.
- Process checkpointing as a recovery mechanism.

Check with the Blackwell Library for search engines into the literature.

Feel free to use the web to find published papers. For example, www.cs.arizona.edu/people/bridges/oses.html has a list of links to various operating systems.

You can find many references by using web search engines. Use Google, Alta-Vista, or some other search engine to turn up information about your topic.

Use Victor, the UM library search tool to find references. Browse by subject.

The text lists many references. Some of these are available in the library or through inter-library loan.

Pick a topic from the text table of contents and search for it using web or library search facilities.

What to Turn In

1. Let me know what your topic is by the "topic choice" date. This must be in writing, and may be by email.
2. Turn in your reference list by that due date. This, too, must be in writing, and may be by email.
3. Turn in your final paper by that due date. This must be printed, no email. I will be happy to read drafts of your paper before the due date, if you wish.
4. Prepare a short (about 10 minute) oral presentation of your paper. Make your presentation in class during the week of May 7 (exact date to be determined).

Theatre History Research Paper Guidelines

T. Paul Pfeiffer, Ph.D.

The following guidelines are designed to assist in the completion of all written assignments required in both **THEA 220 Theatre History** and **THEA 319 Advanced Theatre History**. As both courses require the **Topic Report, Progress Report** and **Research Paper**, all of these may be considered to apply in either course.

The Research Paper: This is your opportunity to explore an aspect of Theatre History which we may either not cover fully or may not cover at all in this course. You are limited to the time frame of this course: THEA 220 Theatre History examines the emergence of formal theatre in the West from its origins in Prehistoric rituals and traces its evolution mostly in Western culture through the Renaissance. THEA 319 Advanced Theatre History begins with the European Renaissance and examines theatre on a more global level tracing its various forms to the modern theatre.

Your paper ought to strive to examine closely one aspect of theatre in a cultural context. For example, you may choose to:

- Relate a play to its period including an in-depth analysis of the play as a product of its society.
- Examine a play and its characters in terms of the evolution of characters in dramatic form through comparison with earlier plays.
- Examine the canon of work of a specific playwright in terms of the biographical influences on the works and their place in that society.
- Examine the development of a theatrical genre – such as Opera, Melodrama or Kabuki placing the form in the context of the societal changes which shaped it.
- Examine the contributions of a particular culture or period in terms of its theatrical architecture.

Your thesis statement (what you will examine and why) or critical claim (which begins on the basis of a certain assertion of truth) must be clearly articulated; your research also clearly set out; your arguments substantiated and your conclusions set on solid logic and innovative interpretation. The final paper is to be written following a standardized form (MLA or Turabian) and should comprise at least 12 -15 pages. The bibliography should contain at least six sources, excluding the textbook. Of these, no more than half of the entries may be internet sites.

All sources are to be appropriately credited. This is a matter of credibility for you as a writer. Students are reminded of the University's policy on plagiarism and academic dishonesty.

The following descriptions are for two assignments which prepare for and culminate in the Research Paper. These begin the formal dialogue between you and me on your proposed subject:

The Topic Report: A brief formal statement of your intended body of research or critical claim to be examined including a summary of proposed sources and method of research. This will begin the dialogue between you and I about your research and should include any questions you may have or problems you may anticipate. One page typed. 15 pts.

The Progress Report: As the title suggests, this implies progress has been made on the research paper. This assignment is another formal *summary* of research findings which should include key ideas or

discoveries but not become a rough draft of the final paper. This continues the dialogue about your work and so should also include any questions or problem areas you have encountered. Two pages typed. 30 pts.

Note: I welcome a rough draft for preliminary evaluation and constructive criticism.

Research Paper Grading Scale:

Word Choice/Use of Language: 10pts.

Spelling: 10pts.

Scholarly Style: 15 pts.

Clear Statement of Thesis/Critical Claim: 15pts.

Clear Exposition of Research Materials: 25pts.

Clear Conclusions: 20 pts.

Bibliography: 5pts.

Paper Total: 100 pts.

Rules to Write By:

The following are guidelines to assist you in writing for clarity and maintaining a scholarly style appropriate to academic writing:

- Clarity is, above all else, the most important aspect of your writing. Proof-read everything. If I have to read a sentence twice to comprehend, I don't.
- Colloquialisms are unacceptable in scholarly writing. Don't make your speaking vocabulary your only vocabulary.
- Paragraphs must contain a topic sentence, a concluding statement and adhere to only one topic. Proper attention to structure and word choice is essential.
- Grammatical errors of any kind reflect poor scholarship.
- Incomplete sentences and one-sentence paragraphs are unacceptable.
- Spelling counts. Do not rely on the computer to do your thinking for you! Spell-check is *not* fool-proof. On the third misspelled word, I stop reading.
- In terms of grammar, take special care to avoid the indefinite 'it.' This occurs in a sentence in which the word 'it' modifies nothing. This is most often seen in a sentence which begins with 'it' with such phrases as, 'It is interesting to note that...' If the idea were not interesting enough to note would you bother citing it? In other words, the phrase is excessive language, which not only dulls the clarity of your writing but adds to the length of your work and would be frowned upon by any prospective publisher as an extra cost. If you plan to write to be published, get out of that habit now.
- Your title page must include appropriate information (name, date, course, etc.) in addition to the title in good, clear font.
- Graphics, such as photographs must be documented and discussed in the text. No photos for the sake of 'visual interest. All images must be related to a specific point in the text.

I require that *all* written assignments:

- Be typed or neatly written if typing is not required.
- Be double-spaced.
- Appear on only one side of each page.
- Be fastened together either with a staple or a paper clip. A folder or some kind of binding is equally suitable.
- In the case of a hand-written assignment, the paper must be smooth on all sides. Papers with ragged edges from a spiral notebook are unsightly and, therefore, unacceptable.

Any assignment found deficit in any of these requirements will be returned ungraded. The student may resubmit a corrected copy of the assignment within two class periods for a possible value of 80% of the original point value.

Note Bene: Above all, this work is an exercise in imagination and innovative interpretation. As a detective, use logic and common sense to guide you but as an artist, use your imagination to stir you to reconstruct the past in order that you may see life as you've yet to experience it.

Lisa Lantz
Theater 323: Costume Design
Research Paper/ Final Presentation

Purpose: You are required to write a paper researching a significant historical period in clothing and the social and physical environments that influence the styles and fashions of that time period. Once the paper is written and turned in for grading, you will be required to present the paper during the scheduled final for the course as a final grade.

Topics: You may choose from the following time periods and narrow down as needed:

Mesopotamia

Sumerian- Akkadian Civilization

Babylonian Empire

Assyrian Empire

Achaemenian Persian Empire

Ancient Egypt

Dynasties 1-6, 11, 12, 18-20

Crete, Mycenae, and Greece

Greek Dark Age (1100-750 B.C.)

Greek Archaic Period (750-480 B.C.)

Greek Classical Period (480-336 B.C.)

Hellenistic Period (336-146 B.C.)

Etruria and Rome

Etruria (750-200 B.C.)

The Roman Empire

The Byzantine Empire, A.D. 330-1095

Western Europe through the Eleventh Century

Twelfth and Thirteenth Centuries

Fourteenth Century

Early to Middle Fifteenth Century: 1400-1459

Later Fifteenth Century: 1460-1499

Early to Middle Sixteenth Century: 1500-1559

Later Sixteenth Century: 1560-1599

Early to Middle Seventeenth Century: 1600-1659

Later Seventeenth Century: 166-1699

Early to Middle Eighteenth Century: 1700-1759

Later Eighteenth Century: 1760-1799

Early Nineteenth Century: 1800-1849

Late Nineteenth Century: 1850-1899

Early Twentieth Century: 1900-1945

Late Twentieth Century: 1946-1990

You are looking for information about the time period as well as the fashion. What, do you speculate, was the socioeconomic climate that resulted in this particular change or development in fashion? Imagine you are writing a presentation to a group of costume

designers, hypothesizing on the social relevance of the clothing styles of your time period.

Length and Format of Paper: The paper should be at least 5 pages, write more if you have more to talk about. It should be double spaced and in MLA format. Include a Works Cited page in the same format. You will write three drafts that will be turned in for review. Include at least 3 representations (pictures, drawings, etc.) of the style(s) covered in your paper.

Length and Format of Presentation: Do not simply read your paper to the class. Assess the information covered in your paper in order to create an outline. Use the outline to present your paper in an expository and entertaining style. The presentation should be five to ten minutes in length. Use visual aids to present the style to the class.

Research: You should use at least 5 sources, only one being from the internet. Make sure you cite information in your paper as well as in the presentation. Remember you are researching the style and the time period.

Evaluation Criteria for paper:

Style	10 Pts
Grammar	20 Pts
Mechanics	20 Pts
Content	50 Pts

Evaluation Criteria for presentation:

Entertaining	10 Pts
Visual aids	10 Pts
Informative	30 Pts
Delivery	50 Pts

Math130 : Fundamental Concepts I
Dr. Jennifer Bergner

Assignment: Reflective log

Purpose

To reflect upon your experience with numbers, the operations of addition, subtraction, multiplication, and division and the pedagogical issues surrounding these topics.

Audience

Fellow classmates, instructor

Product

A reflective log illustrating your recognition of the connections between K-4 mathematics content and grades 4-8 mathematics content

Purpose: In this course we have looked at a variety of methods in teaching mathematics, some of which were new to you. I have heard many of you comment that you gained a greater understanding of the mathematics because you looked at it a different way. This is your chance to reflect on what you did learn or relearn and how you think it may affect your teaching. Specifically, I want you to focus on the material concerning numbers and the operations on them. Too often, statements made concerning operations that appear to be true when working with whole numbers are often misstatements when other types of numbers such as fractions and integers are introduced. Consider the following list of misstatements and answer the questions that follow in your log.

Misstatements:

- a) Subtraction problem, “take away the smaller from the bigger”.
- b) Division problem, “the answer will be smaller than the dividend”
- c) Addition problem, “you get a bigger group”
- d) Subtraction problem “add up until you get the bigger number”
- e) Multiplication problem “the result is a bigger number”

What I want you to do in your log:

- 1) Illustrate which of these “misstatements” always hold true for the whole numbers by providing examples and discussing why it is a true statement. If it is an untrue statement for the whole numbers then provide a counter-example.
- 2) Now consider working with whole numbers, rational numbers, and integers. Give three specific examples in which the statements above are not true, and hence are misstatements. Provide an alternative, correct way of speaking about the problems.
- 3) Consider ways of introducing the operations of $+$, $-$, $*$, and $/$ for whole numbers that would not cause conflict when they get to other numbers. Share at least one way for each operation. Explain and draw pictures when appropriate.

- 4) Come up with **two** other misstatements you have heard or can imagine happening for any of the operations.

Some particulars for this project:

You have some freedom with the format of this log. Include whatever serves the purpose in getting across the material and your understanding of it across to me. Follow the general rule of explain, explain, explain!

This project is worth 10% of your grade so spend time on it! I am more than happy to look at any preliminary work and make comments. You are allowed to discuss any of this with your classmates, your friends, or other teachers.

I have tried to indicate clearly what I expect above. If it is unclear, please bring it up during class or office hours and we will discuss what is expected.

When appropriate, type up your responses. Now, there will be some that you have to write in pen or pencil- that is fine. You also can have a mix in the same activity of some typing and some handwritten responses. Do not include crossouts if you write by hand! Make sure to use white-out in this situation.

If you use sources (including your book) for any claims or information – make sure to cite them! It does not have to be a formal bibliography, just make sure to give credit to the source!! Look at the handout I gave you on rational numbers, I cited my sources and included quotes!

DEPARTMENT OF ENGLISH SALISBURY UNIVERSITY

EDUC 547/ ENGL 547- ESOL METHODS

INSTRUCTOR: J. S. Vilá

HANDOUT #2: General guidelines for final paper.

I. Some general observations. I am confident that pretty soon many of you would have started to devote some thought to identifying a likely topic you may want to explore in your term paper. It should be clear that whatever topic you choose must deal with one of the general topics in **ESL Methodology** covered in this course, i.e., you will explore one aspects of ESL methods in listening, speaking, reading, or writing. If in doubt, check your course syllabus. If in doubt about any given topic you may want to pursue, please see me at your convenience. Some of you have already done so and I am persuaded that after completing the first few weeks of the course you will be in better shape to accurately assess the suitability of your topic.

For this assignment I basically expect you to do some *library research* on a topic of your choice (i.e., review published materials in order to answer a research question). You will need to follow some guidelines when writing your paper.

- A. Due date is Nov. 26, *in class*; please, NO EXCEPTIONS!!
- B. Length: \pm **Ten (10)** typewritten pages (double-spaced), *excluding* tables, figures, addendum, and bibliography. For those students enrolled in 547, its \pm **12 pages**. If you decide to do this as a **group-project**, only available for 431 and consisting of *no more* than three (3) students, you should add four additional pages per additional member, i.e., 12pp for a two-student group, 16pp for a three-student group.
- C. Please be advised that according to University regulations you are **NOT** allowed to turn in for grade *the same* piece of work for two different courses. However, I will permit you to further explore a previously done topic, but examine it from a *different* perspective (relevant to our course). This means that you should have a completely new set of research question(-s)/hypotheses to examine against the reviewed literature (or examine a topic from a different angle). Please make sure to state the original title of the work you are taking the data from as well as the course, professor and date you presented the work. It should be noted that the group-project option has the benefit of allowing you to discuss with other classmates the results of your research and provide a more detailed analysis/discussion. I expect the group paper to reflect this analysis and consensus building, rather than consisting of three segmented and poorly organized text.
- D. Papers should be organized as indicated below. You can look at or the *APA Style Manual* (*this one is available at both the Library and LRC*) for writing and references guidance or the *MLA* or the *TESOL Quarterly* style sheet.

II. Paper organization-Library research: You must have some sort of *research question* to guide your discussion (i.e., hypothesis).

- A. I don't expect you to limit your paper to just providing a summary of information on "X" or "Y" topic. Instead, you should try to answer a specific question; since you only have \pm 12 pp., the narrower the topic the better. For instance,
 - 1. *"Is the use of authentic texts the best alternative for teaching ESL?"*
 - 2. *"What are the three main benefits of a communicative approach to 2L teaching?"*
 - 3. *"How can teachers better provide for cultural diversity in teaching literacy in the ESL classroom?"*
- B. Keep the following points in mind as you write:
 - 1. Think of a **research question** you may want to address in your writing; this is your hypothesis. Whatever library research you do must focus on different but related aspects of this question. You should feel free to cite sources from your textbooks, however, I expect you to come up with at least **FOUR (4) new references** for writing your paper.
 - 2. Refer to other works or research; don't just argue against or support the author(-s) based on your beliefs-- What do others have to say about this topic? *Beware of plagiarism!* If you are making

reference to ideas or facts that are not yours, **quote or cite the source**. Abstain from 'name-dropping,' if you provide a source and your discussion is specific enough, provide the page(-s) also, particularly when referring to a book, e.g., Chomsky 1957:22-28. **Citations over three lines long should be indented and single-space.**

3. Format would normally include:

- a. **Introduction:** It clearly states your research question as well as providing pertinent background explaining the relevance of the topic and the approach you are taking; make clear from the very beginning what this paper is about, i.e., what is your subject matter. Indicate briefly what there is about this subject which makes it worthy of study, i.e., why should anyone bother with this stuff. That is, why should this subject be of any interest to anyone interested in 2LL teaching?
- b. **Review of the literature:** This is the longest segment of your paper. Here you should discuss what you have found in reference to your topic. Remember, you are answering a question (i.e., your '*research question*'), organize the content of the section in a logical way so as to allow the reader to easily follow your arguments and reasoning and to examine your findings as you provide an answer to your research question. At this point, can you identify any strengths/ weaknesses in what is reported in the literature? What do authors agree/ differ on? Are any of the findings contradictory? Any limitations or gaps? What are the pluses and minuses of the issue you are examining? What is the consensus (if any) of experts in the field? Is there agreement/disagreement? Based on what? What is the evidence reported for or against? What are the weaknesses/strengths? At all times, **discuss, evaluate, analyze, criticize**. I expect to read YOUR interpretation; this is, after all, your contribution. Your organization is crucial here. That is, avoid simply providing a summary of sources without any cohesion and with no apparent goal. What are you trying to prove? How do the sources add to your question? What are you aiming at? At all time, make sure tell the reader what your point is. If you quote someone, make sure that you integrate and relate the same to the text so that it is evident that the citation is supporting/adding/referring to the topic at hand.
- c. **Conclusions:** Based on what you have reviewed, what can you conclude? Are there any gaps? Are there aspects still unexplored? Do we have enough knowledge to reach a satisfactory conclusion or not? Why? Briefly summarize overall content of the research literature examined and indicate improvements for future research or suggest different research efforts to answer related questions. You should also indicate the **implications** of your findings, if any-- **Very important!!!** I want to know what YOU think about what you read in the reviewed literature on your topic? What do YOU think about this? Is the given methodology suitable for the elementary ESL Student? How so? Does the conclusion to your investigation have any relevance in terms of what we have read in class? Do your results support current views regarding the teaching of ESL? Focus on the *pedagogical implications*, particularly as applicable to the language situation in Maryland/ Eastern Shore (or any other pertinent context).
- d. **Bibliography:** It alphabetically lists ALL items cited. Follow APA format (you may use MLA if you feel more comfortable with this system). If you consulted some additional references that you consider pertinent, but did not actually cite them in your text, you may include these under a subheading-- "Selected Bibliography."
- e. **Tables, figures, appendices.** You have the option of placing any tables of figures here (instead of in the text) as well as including any '**endnotes**' here.

4. Please remember that the most important thing to do in this paper is to **discuss, comment on, and analyze/discuss** relevant data reported in your search that may be pertinent to your research question; make sure to include and discuss both **strengths** (if any) as well as **weaknesses**, i.e., what different authors have to say about the issue in question. What is the consensus, what are the problematic areas, what are the basic research findings, do you agree/ disagree with them, **why?**

5. It is your responsibility to turn in a final version that is reasonably free of errors and that conforms to established citing and bibliographical conventions. If in doubt, consult a style handbook (they should have quite a few of these in the reference section at the library).

All this in 12pages??? YES!!. Remember that this is an exercise. I expect you to have a 'hands on' experience in library research or actual data collection and/or analysis. jsv/02

Web Sights *Sites worth seeing.*

To: Web Sights Project Teams
From: Tom Moriarty
Date:
Re: Usability Study

This memo outlines the plan for the Usability study assignment.

The Assignment

Your job is to design, conduct, and report on a usability study of the web pages you designed for the Salisbury University English department. As you know from the reading, a document or web site is only as good as its usefulness for users. Usability testing is way to validate your work and provide feedback.

The Process for this project

This project will include four phases: a planning phase, a testing phase, and an analysis phase and a writing phase.

Planning Phase

During this phase, you will come up with a usability test to research your web site's effectiveness. You must include three *kinds* of activities in your test:

1. Pre-test interview. This interview will focus on such things as the demographics of your user/subjects (age, gender, web skills) and their general attitudes toward your web site's subject and design features.
2. In-process observations. You should devise 2-3 tasks you want your users to do/find on your site. During the test, you will chart how they go about doing these things, all with an eye toward identifying patterns of usage.
3. Post-test interview. This interview will focus on such things as the user's overall satisfaction with the site, the successes they remember, and the problems they encountered while using the site.

Testing Phase

During this phase, you will administer your test. We will devote 2-3 class periods to the user tests.

Analysis Phase

During this phase, you will analyze your results from the tests and draw some conclusions. Your goal in your analysis is to identify patterns in your users' behaviors that will allow you to validate and/or recommend improvements to sections of the site. Your goal is to use the results to argue that some parts of the site work well (validate them) and others need work (suggest improvements).

Writing Phase

During this phase, you will write up your usability report.

The Written Usability Report

Your report's audience will include me (your boss) and your client. Your report should include the following sections:

Heading

Overview

Recommendations

(What works in the site, what needs improvement, and ideas for improving it, *all supported by data from the study.*)

Research Methodology

(Number and kinds of participants, interview questions, tasks you asked them to do, the environment where the test took place. Give details!)

Findings for Question #1 — Give details!

Findings for Question #2 — Give details!

Etc.

Appendices

(Description of the site being tested, printouts of the site, script used for usability test [list of tasks], interview questions.)

Design Considerations

Remember: your readers are busy and lazy, so be sure to design your report in a way that is quick and easy to read. Use “talking heads,” small paragraphs, and plenty of charts, tables, and figures. You need to report actual numbers, so use charts, tables, and figures to make them more readable.

Nitty Gritty Stuff

Your Usability Report should:

- Include 4-5 pages of text.
- Include labeled appendices.
- Use APA format for citations.
- Use 12 pt. font.
- Look professional (be free of errors).

Grading Criteria

Your report will be graded using the following criteria:

Content: 50%

(Is the information in the document both sufficient and relevant for the context in which it was produced? Does the report give detailed results for the tests? Does the report make recommendations that are fully supported by data?)

Design: 30%

(Is the document reader friendly and easy to read? Can readers find the information they're interested in easily? Is the information presented in easy to digest form, like lists and small paragraphs?)

Editing: 20%

(Is the document polished to a professional level?)

Eled316: Reading Instruction

Eled310: Communication Arts

Instructor: Ms. Patricia Dean

Book Review and Critical Analysis

Assignment:

Part I: ORAL PRESENTATION

You will present an oral presentation that may be co-presented with colleagues. This oral report is in essence an advertisement either for or against the literature that you chose to read.

- A. Present this oral portion of the assignment in a motivating and interesting way. (Examples include, but not limited to such activities as interviewing 'the author', reenacting a scenario from the book, asking students to respond to controversial issues within the book, presenting a mock newscast/entertainment critique as per TV, role playing an 'on-the-scene reporter, teaching an interesting strategy from the book*)
- B. Include creatively in the oral portion a mini-synopsis of the content area(s) of your book; support or negate this book to be added to your class's suggested reading list, offering strengths, weaknesses, qualities, faults, and any other unique features.
- C. This does not require a written submission to the professor.

Part II: WRITTEN PORTION

You (individually, not collaboratively) will prepare a 2 or 3 page paper in response to this book of your choice.

- A. Initially you will write a brief synopsis of the book and then follow it with a
critical analysis of the content that you read. Clearly mark the synopsis and the critical analysis.
- B. For the critical analysis, respond to questions such as (but not limited to):
 - Are the ideas and suggestions feasible to use in the classroom? Why/why not?
 - Have you seen any of the ideas presented in your book utilized during your visits to the schools?
 - How does this book fit within your own philosophy of literacy?
 - Can you make a personal connection to this book?
 - What are the strengths and/or weaknesses of this book?
 - Does this book connect with our class texts? Our class discussions?
 - Do you find this book credible? How do you know?

Purpose:

You are to expand your knowledge of literacy by extending your reading to a wide variety of literature.

Enhance critical thinking skills by developing a critical analysis of your reading.

Procedure:

1. Choose a book from the library that I have placed on reserve.
2. You are responsible for reading a minimum of 100 pages from the book. If your book of choice is a lot longer than this, you may either:
 - a. Share it with a colleague(s), or
 - b. Choose any 100 pages of your choice throughout the book. This may be done by choosing a consecutive group of pages, or by choosing specific chapters.
3. If you are in Eled316, your book must emphasize Reading.
4. If you are in Eled310, your book may be any one of choice on the reserve list.

Audience:

Your audience will be your classmates and instructor.

Evaluation:

The class will design together (during a class period) the rubric to be used for guidance/evaluation in both the presentation portion of this assignment as well as the written portion. (Attached: The Rubric collaboratively designed by this semester's Eled310 and Eled316 students.)

Points	Clarity	Mechanics	Organization	Content	
				Summary	Critique
5	Precise, clear, sound argument Fully understood	No errors --grammar --punctuation --sentences	--Clear transition --Summary --Critique --Full article --Cite references (bibliography)	3 points Main point Under-stand thoroughly the story	7 points Multiple support, Vary experiences
4	Understood most of what is stated	Errors not distractible 1-5	Information present but difficult to find	2 points A few '?' about this topic	5 points Limited evidence
3	Unclear argument	Thought interrupted	Lack information	1 point Too many '?'s	3 points One evidence
0					