

English 1108: Writing and Research Skills

Instructor: Dr. Lisa DuRose
 Office: 225 Learning Center (Library Building)
 Office Phone: (651) 450-3341
 Office Hours: Tuesdays and Thursdays 10:30-11:50
 And Online Mondays 2:00-3:30 by appointment

Fall 2016
 Section 17
 TTh 12:00-1:50
 Tues B 142
 Thurs FA 292

Email: ldurose@inverhills.edu **the quickest way to reach me; expect a response in 48 hours Monday through Friday. **Please note: I generally do not check email over the weekend.**

Required Texts and Materials:

- *To the End of June* by Cris Beam. Mariner Books, 2013
- *Rules for Writers 8th Edition* Diana Hacker Bedford St. Martins
- *Access to a computer, D2L, Turnitin.com, and the internet

Policy on the Use of Mobile Devices:

Except for emergency situations, I ask that you refrain from using your cell phone in our classroom—especially to text. In cases when it is absolutely necessary for you to take a call, please keep it on silent mode. If you receive a call on your cell phone, I will ask that you leave the classroom to take your call. Students who excessively text risk being marked absent for class and will receive a zero for their participation grade. **Please note:** You will have the option to receive extra credit for every class meeting you participate in the “mobile device free zone.” This is completely voluntary and students who do participate earn one extra credit point per class meeting for a maximum of **20 extra credit points**.

Course Description:

This course emphasizes critical writing, reading, and thinking with attention to rhetorical elements such as argumentative structure, audience, and purpose. Students learn types of college writing and research techniques; report, synthesize, and draw conclusions from their readings; document the use of sources; and practice the writing process.

This is a practical writing and reading course designed to help you become better readers and more effective communicators, ultimately preparing you for some of the writing assignments you will encounter in your college career and beyond. You will produce a range of writing, from summary to analysis to persuasive arguments, touching on writing and thinking skills that will be required of you in both the academic and working worlds.

The best way you can improve your writing is through 1) practice 2) reading and 3) feedback. This class will give you a great deal of all three items. I will provide feedback on your papers—including your rough drafts. In addition, the course will offer you an opportunity to become more astute readers. We will read from a diverse set of writing that tackle such issues as foster care, social media, and education.

Learning Outcomes:

By the end of this course you will be able to:

1. Demonstrate knowledge of the writing process
2. Write effective expository and argumentative essays in formal edited English
3. Document use of sources appropriately
4. Respond critically to texts

Course Expectations:

Although it would be my ultimate dream that every one of you would walk out of this class with an appreciation for language and a life-long desire to continue to read and write, I am practical enough to admit that this will not happen for all of you. Therefore my practical expectations are these: that you willingly participate and come prepared to share your papers and ideas.

Please note: On days that drafts are due, you must show up with these items in hand or you will be marked absent. It goes without saying, that you also complete the assigned daily readings and that you come prepared to discuss the text thoughtfully. The atmosphere of this class depends largely on your preparation.

Attendance:

Attendance is required in this class and counts as part of your grade. If you must be absent from class, please contact me ahead of time if possible. Since I cannot recreate an entire classroom experience you are responsible for contacting fellow classmates for information you might have missed. If you have **more than four absences**, you will fail the course. Severe illness and deaths in the family are not counted against you. If you are absent from class for two consecutive weeks and you fail to contact me, you will be automatically dropped from the course.

Lateness:

You are allowed two tardies over the course of the semester. If you are late more than three times, your tardies will start to affect your attendance grade.

College-Wide Policy on Attendance:**Policy Statement:**

Students are expected to attend all sessions of each class in which they are enrolled. If an illness or emergency results in an absence, students should meet with their instructors to determine if missed work can be completed. A student may receive a course grade of FN or NC after two consecutive weeks (or equivalent in accelerated courses/terms) of unexcused absence at any time during the semester. Students who receive an FN grade may request to have their grade changed to a W (withdraw) if done so by the course's withdrawal deadline. Class attendance is defined as being physically present in the classroom. Online attendance is defined as having submitted an assignment, taken a quiz, or posted/made a course content-related comment on the discussion/chat board for the course in which the student is registered.

Policy Procedures:

Subpart A. Last date of attendance

Instructors issue a grade of FN for students who never attend class or stop coming to class. If a student misses two weeks of class (or equivalent in accelerated courses/terms), instructors may report a last date of attendance and issue a grade of FN. The FN grade is punitive because it counts against both GPA and completion rate.

Subpart B. Academic calendar

PSEO students and students enrolled at other colleges must follow the Inver Hills official academic calendar as it relates to their attendance and registration at Inver Hills. Term breaks, holidays, and non-class days at other institutions and vacations do not supersede the Inver Hills requirements or academic calendar.

Late Papers and Extensions:

All assignments must be turned in on their due date by noon. I will not accept any late papers **unless you have made previous arrangements with me****. Please contact me 24 hours ahead of time if you need an extension on an assignment. I will do my best to accommodate your situation, but you need to contact me before the due date. With the exception of the community-based learning project and the final exam, I will honor your extension requests (for major assignments) **twice** over the course of the semester. I will honor your extension requests for smaller assignments (like reading responses and small writing assignments) **twice** over the course of the semester. If you have to ask for an extension more frequently than this, we will have to consider your individual circumstances in light of the course's requirements and time constrictions.

****Please note:** If extreme circumstances prevent you from contacting me ahead of time, please communicate that information with me. Some examples: hospitalization (of you or a loved one) or a sudden crisis.

Please Do Not Email Me Papers: Use D2L Assignment Folder "Extensions:"

Do not email papers or other assignments to me. If you send me a paper or other assignment by email, I will ask you to put it in **D2L Assignments in a folder labeled "Extensions."** Why? In order to track work in a way that meets everyone's needs, I keep student work in one place. This practice is in your best interest because it makes certain your essay won't get lost or forgotten in an email inbox.

Submitting Major Writing Assignments to Turnitin.com

In this class, you will submit two of your the major writing assignments (including all drafts) will be submitted to the website Turnitin.com. In order to submit your papers, you must: 1) create a student account and 2) enroll in our course: **"English 1108-17"**

Please follow this link to create an account:

Creating an Account

Please follow this link to create an account:

https://www.turnitin.com/newuser_type.asp?&lang=en_us&

Enrolling in Class:

To learn more about how to enroll in a class, submit assignments, and read feedback, check out the **Student Quick Start Guide**:

https://guides.turnitin.com/01_Manuals_and_Guides/Student/Student_QuickStart_Guide

To enroll in our class, you will need the following:

Our Class ID is: **13062681**

Our Class Password is: **Inver**

Assignment Submission Via D2L Assignments:

Smaller writing assignments (reading responses, essay #2 proposal and essay #2 annotated bibliography) will be submitted to D2L Assignments. All assignments are due noon on their assigned due date. Be sure you submit your assignments in the following formats: Microsoft Word, RTF, or PDF.

Communication and Email Communication:

You will have a more successful experience in this class if you maintain open and honest communication with me. I ask, however, that you use the time we spend together wisely. Contact me if you will be absent, need a paper extension, want to schedule a meeting (or cancel one), or need additional help on an assignment. Contact a classmate for reading assignments, writing assignments, or class notes

- **Email Expectations:**

When you email me, you should adhere to the following guidelines. Consider the email message a piece of formal writing that includes a salutation and closing, is written in standard English with grammatically correct sentences, and is signed. **Please address me as either Lisa or Professor DuRose.** Your signature should include the course name or number and section number (Eng 1108-17, for example).

Professionalism:

This is a catch-all term used to describe your effort and willingness to plunge into class activities, take risks, tackle ever more difficult tasks, help others, and learn from your mistakes--all qualities that would contribute to success in any career. It also encompasses your thoughtful and mature response to the materials of the course. Keep in mind that we will be discussing and analyzing essays and texts that may challenge your assumptions and viewpoints. Your ability to be intellectually open to new ideas will allow us to have more meaningful and thoughtful discussions. Specific guidelines about student behavior are stated in the student code of conduct section of the Inver Hills Community College Catalog. Disruption of class, whether by latecomers, noisy devices or inconsiderate behavior will not be tolerated. Failure to uphold these codes will disqualify you from participating in this class.

Participation:

A percentage of your final grade for the course will be based on your participation in the classroom. A student receiving a high grade in participation comes to class prepared, contributes readily to the conversation but doesn't dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. If speaking in class presents a problem for you, come and talk to me in my office. Regular attendance is also necessary for a high participation grade. **If you accumulate more than four absences, regardless of what happens to other portions of your grade, you will fail the participation portion of your grade.**

Grades will be Based on the Following

Summary Assignment of <i>To The End of June</i>	30 points
5-7 Page Persuasive Research Essay	80 points
Community Based Learning Project (Resource Guide)	60 Points
Reading Responses (8 for 5 points apiece)	40 Points
Discussion Leading	30 points
Final Exam (Resume/Scholarship Letter)	30 points
Reflection Responses for CBL Project	20 points
Class Participation (includes informal writing)	30 points
Presentation of CBL Project	10 points
Proposal for Persuasive Essay	10 points
Annotated Bibliography for Persuasive Essay	<u>10 points</u>

Total Points = 350 points

Grading Scale

90-100	A
80-89	B
70-79	C
60 range	D
Below 60	F

Reading Discussion Leaders:

Each of you will partner with two other students and, as a group, you will be responsible for leading discussion on an assigned topic from our assigned readings. This will involve having a set of discussion questions to ask about the section as well as background information (mini-research) about the topic. **Since our schedule is extremely tight, I can offer no make-ups for discussion leading.**

Revision:

You have an option to revise Essay #2. Significant revision involves adding, deleting, substituting, and rearranging paragraphs, not simply changing sentences and correcting grammar mistakes. You will submit your revision to Turnitin.com. **The last day for turning in a revision will be Tuesday, November 22nd.**

Plagiarism:

It is unacceptable to submit work that is not your own. If you quote, summarize, paraphrase or use the ideas of another, you must accurately attribute that information. If you don't acknowledge the source, you're plagiarizing. **In this course, if you plagiarize or cheat on an assignment, that assignment earns an F.** In addition, plagiarism and cheating are covered by the Student Code of Conduct. I will also call for initiation of the Student Code of Conduct Disciplinary Process. Here is a link to the Student Code of Conduct, which covers plagiarism:

<https://www.inverhills.edu/Policies/pdfs/Student/StudentCode.pdf>

Here's a link to the policy on Academic Integrity, specifically:

<https://www.inverhills.edu/Policies/pdfs/Academic/AcademicIntegrity.pdf>

All assignments should be done independently, although it's certainly acceptable to discuss your work and ideas with your colleagues. **As the Student Code of Conduct indicates, you may not use the same paper or research assignment for multiple classes. Work for each course must be original, generated for that course.**

Finally, Turnitin does have a plagiarism tracking function; I'll be able to see text taken directly and without citations from any internet source. Please know that we'll certainly spend time discussing citations, the authority of original work and how to appropriately acknowledge ideas and words generated from someone else.

Access/Accommodations:

It is the policy and practice of Inver Hills Community College to create inclusive learning environments and to provide all students with disabilities with reasonable accommodations, so that they may have equal access to participate in educational programs, activities, and services. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please let me know immediately and/or contact Rebecca Merton in Disability Services. For further support or to arrange specific reasonable accommodations, students are encouraged to contact the office of Disability Services with any questions at:

Rebecca Merton

Director of Disability Services

Office Library (Learning Center) 207

651-450-3884

rmerton@inverhills.edu

<https://inverhills.edu/LearningSupport/DisabilityServices/index.aspx>

Mobile Pantry:

The Mobile Food Pantry comes to our campus every Wed from Noon – 2pm outside the back side of the Liberal Arts bldg. This is a confidential service that students can apply for through a simple assessment process through the Counseling Department. If you wish to donate to the mobile pantry, there are purple bins set up across campus where students can drop off food donations.

Religious Accommodations:

In accordance with federal and state laws, Inver Hills Community College is committed to a policy of free expression and respect for the diversity of beliefs, including religious observances, among our academic community. It is the policy of the college to provide reasonable accommodations for students when religious beliefs and/or observances conflict with classroom activities or course requirements.

It is the responsibility of students to notify instructors of the need for accommodation at the beginning of the course or as soon as a situation arises. If a mutually agreed accommodation is not made, a student may initiate a complaint. The procedure for filing a complaint is described in the Catalog and on the Inver Hills website. The complaint must be filed within 15 days of a denied accommodation request.

Satisfactory Academic Progress Policy:

All Inver Hills students must maintain a 67% completion rate for all credits attempted. This is in addition to the existing requirement that students earn a cumulative Grade Point Average of 2.0 or above. See

<https://www.inverhills.edu/Policies/pdfs/Academic/2.9SAP.pdf>

for the complete policy.

How to Get Feedback On Your Writing if You Can't Make Conference Meetings:

I will offer various times throughout the semester for students to consult with me regarding their writing. However, if you can't make the scheduled times for conferences, you can use these other services. **Please note:** Be sure to bring a copy of your assignment (if you use face to face tutoring) or if you use online tutoring (Smart Thinking) copy and paste the entire assignment sheet so the online tutor knows what the essay's expectations are.

- **Inver Hills Writing Center**

The Center's staff will help you hone your own skills and flesh out concepts, but will not proofread or edit your paper. No matter where you are in the writing process (brainstorming, drafting, revising), you will find the Writing Center a helpful and friendly environment. They are open:

Monday - Thursday: 9 a.m. - 6 p.m.

Friday: 9 a.m. - 4 p.m.

- **Inver Hills Tutoring Via Email**

You can submit your writing to the Inver Hills Writing Center by clicking, here:

<https://www.inverhills.edu/eforms/WritingCenter/EmailTutorForm.aspx>

You will need to **allow at least two days** for a response, so plan accordingly. You should also be sure to copy and paste the entire assignment sheet so the tutor knows what the essay's expectations are.

- **Smartthinking Online Tutoring**

Smartthinking is an online tutoring service available to all Inver Hills students to use from both on and off campus. You can get live, online tutoring as well as reviews and comments about essays and reports. To submit your drafts to SmartThinking, you need to first log into D2L Bright Space.

Once you are in D2L, go to the Academic Support Tab. Pull down the Menu of the Academic Support Tab and Select "**Online Tutoring by Smart Thinking**" You will be brought to the SmartThinking home page. Select the first green box "**Writing Center**" (Have your Writing Reviewed) Once there, you will be asked "**What subject would you like to submit your writing to?**" Please select the option **Essay Center**. Then you will be prompted to fill in information about the type of assignment (due date, length) and specific instructions. Please copy and paste the assignment sheet here. Then upload your file. **Please note:** Your document must be MS Word documents (.doc or .docx), plain text files (.txt), or in Rich Text format (.rtf). Documents in other formats will be returned to you if we cannot read them.

Withdrawing from the course:

I sincerely hope you accept the challenge of this class and find no need to withdraw, but be aware that if you do withdraw, there are channels you must go through. Be sure you meet the deadline and that you get the proper forms from your counselor. If you do not take care of the formalities, you will receive a failing grade in this class. If you are considering withdrawing and need information about your standing in the course, please speak with me.

English 1108--17 DuRose TTH 12:00-1:50 Bus 142 (Tuesdays) FA 292 (Thursdays)

Tentative Schedule

The following schedule gives you the due dates for drafts and papers. It does not include all readings and take home assignments. If you are absent, please contact a classmate to get the reading and writing assignment.

Week One

Aug 22 Introduction to Class and Course Expectations (Intro to D2L)

For homework:

- Read "The Writing Process" in Hacker pages 2-29.
- Complete the Thesis Statement Exercise in Hacker pages 18-19 (Exercise 1-4)

Aug. 24 Discuss the Writing Process and Thesis Statements

For homework:

- Begin *To End of June* through page 17
- Work on First Reading Response to *To the End of June*
- Find Discussion Leading Partner and Identify top 5 topic choices
- Read "Introduction to Thesis Statements" (**in D2L unit Resources for Writing a Thesis**)

Week Two

Aug 29 Discuss Preface and First Chapter of *To the End of June*
Reading Response #1 is Due. Submit to D2L and bring a copy to class as well
 Assign Discussion Leading
 Finding Resources on Discussion Leading topics
 Getting registered for Turnitin.

For homework:

- Read "Reading and Writing Critically" in Hacker pages 66-75.
- Read "Tips for Writing a Thesis" (**in D2L unit Resources for Writing a Thesis**)
- Read *To the End of June* pages 18-37

Aug. 31 Discuss *To the End of June*

For homework:

- Read *To the End of June* pages 38-57
- Work on Reading Response Two

Week Three

Sept. 6 Reading Response#2 is Due. Submit to D2L and bring a copy to class as well
 Getting Registered for CBL
 Discuss *To the End of June*
 Discussion Leading begins

For homework:

- *Read To the End of June pages 58-94*

Sept. 8 Receive Summary Assignment and Discuss *To the End of June*

For homework:

- *Read To the End of June pages 97-156*
- *Work on Reading Response Three*
- *Read "Summarizing Without Plagiarizing" in Hacker pages 412-415*

Sunday Sept. 11th 2:00-4:30 Workshop with Irreducible Grace Foundation

Week Four

Sept. 13 Reading Response #3 is Due. Submit to D2L and bring a copy to class as well
 Discuss *To the End of June*

Continue work on quoting, paraphrasing, and summarizing. Use Tools on D2L

For homework:

- *Read To the End of June pages 157-188*
- *Work on Reading Response Four*

Sept. 15 Reading Response #4 is Due. Submit to D2L and bring a copy to class as well
 Discuss *To the End of June*

For homework:

- *Read To the End of June pages 191-233*
- *"Citing Sources; avoiding plagiarism" in Hacker pages 441-445*
- *Read "Integrating Sources" in Hacker pages 445-457*

Week Five

Sept 20 Discuss *To the End of June*. MLA Documentation and Integrating Sources

For homework:

- *Finish To the End of June pages 234-263*
- *Work on Reading Response Five*

Sept 22 Reading Response #5 is Due. Submit to D2L and bring a copy to class as well
 Discuss Conclusion of *To the End of June*

For homework:

- *Work on Draft of Summary Introduction (including thesis).*
- *Read "Revising, Editing, and Reflecting" in Hacker pages 30-49*
- *Read "Supporting a Thesis" pages 435-440*

Week Six

Sept. 27 Draft of Summary Introduction is Due

Use Thesis Statement Tools in D2L

For homework:

- Work on Typed Rough Draft of Summary.

Sept. 28 th	Student Success Day (Wednesday) Optional Conferences
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For homework:

Sept. 29 Rough Draft of Summary is Due Individual Conferences (Bring 2 Copies of Typed Draft of to Lisa's office.*** Class Does Not Meet

******Please note: You must receive feedback on your draft from one of the three options above: the instructor, the Writing Center, or Smart Thinking tutoring**

For homework:

- Finish Summary Assignment

Week Seven**Oct. 4 Summary is Due to Turnitin.com by Noon**

Receive Assignment for the Argument Essay. Intro to Argument. Allow Time for Homework.

For homework:

- Read "Addy Walker, American Girl" By Brit Bennet (**Class Readings in D2L**)
- Read "Soft Power: How pop star Zayn Malik is rebuilding the modern Muslim man in an age of Islamophobia." By [Fariha Roisin \(Class Readings in D2L\)](#)
- Work on Reading Response #6
- Read "Writing Guide: Argument Essay" in Hacker pages 118-119
- Work on Brainstorming Notes for Argument Essay

Oct. 6 Brainstorming Notes for Argument Essay are due to D2L Assignments. Bring a copy to class as well! Discuss assigned essays
Reading Response #6 is Due. Submit to D2L and bring a copy to class as well

For homework:

- Read "Thinking like a researchers; gathering sources" in Hacker pages 396-421
- *Read "Select appropriate versions of online sources" in Hacker pages 421-427*

Week Eight**Oct. 11 Library Research Session. Meet in Library.**

(Allow time for discussion of argumentative example essays)

For homework:

- Read Brittney Cooper's "No Trigger Warnings in My Class" (**Class Readings in D2L**)

- Read Roxanne Gay's "The Marriage Plot" (**Class Readings in D2L**)
- Type Paper Proposal for Argument Essay . Must be at least two typed page long.
- Work on Reading Response #7

Oct. 13 Paper Proposal for Argument Essay is due at noon to the D2L Assignments
Reading Response #7 is Due. Submit to D2L and bring a copy to class as well
 Discuss Assigned Readings

For homework:

- Read Sarah Smash's "Poor Teeth" <https://aeon.co/essays/there-is-no-shame-worse-than-poor-teeth-in-a-rich-world> (**Class Readings in D2L**)
- Read Hunter Rawlings' "College is Not a Commodity" (**Class Readings in D2L**)
- Read "Reading and Writing Arguments" in Hacker pages 91-117
- Work on Reading Response #8

Week Nine

Oct. 18 Reading Response# 8 is due. Submit to D2L and bring a copy to class as well
 Discuss assigned readings
 Structuring Arguments

Oct. 20 MEA Break. Class Does Not Meet

For homework:

- Work on Annotated Bibliography for Argument Essay
- Read "Writing Guide: Annotated Bibliography" in Hacker pages 428-430
- Read "Choose Appropriate Language" in Hacker pages 170-179

Week Ten

October 25 Annotated Bibliography for Argument Essay is Due at the D2L Assignments by
noon

Discuss Logical Fallacies and constructing arguments

For homework:

- Work on First Draft of Argument Essay
- Consult Example Student Argument Essays in D2L under the unit "Example Student Essays"
- Consult the Example Student Argument Essay in Hacker pages 112-117

October 27 Typed Draft of Argument Essay is Due. Bring 2 copies to Class for **Peer Review**

For homework:

- Work on Second Draft of Argument Essay. Bring 2 copies to Lisa's office

Week Eleven

Nov. 1 Individual Conferences (Bring Typed Draft of Argument Essay to Lisa's office. 2 copies or Feedback of your choice (Writing Tutor or Smart Thinking).****
Class Does Not Meet

******Please note: You must receive feedback on your draft from one of the three options above: the instructor, the Writing Center, or Smart Thinking tutoring**

Nov. 3 Argument Essay is Due At Turnitin.com by Noon
Introduction of Community-Based Learning and visit from Irreducible Grace Foundation. Assign Resource Guide

For homework:

- Review materials on Irreducible Grace Foundation on D2L (video)

Week Twelve

Nov. 8 Pick Groups for Resource Guide and Discuss Irreducible Grace Foundation (book and video). Take Strengths Quest. Receive Community-Based Learning Reflection Assignments

For homework:

- Work on Community-Based Learning Reflection Assignment: Part One

Nov. 10 CBL Reflection Assignment Part One is Due. Library Visit (Finding Resources for Guide)

For homework:

- Bring material from library tour to next class meeting.

Week Thirteen

Nov. 15 Group Meetings and Concerns

For homework:

- Work on Draft of Five Resources and Summaries are Due
- Read Hacker pages 126-129 (Active Verbs) and pages 163-170 (Variety and Conciseness)

Nov. 17 Draft and Summary of Five Resources are Due. Reviewing Strengths Quest Assessments.

For homework:

- Revision of Argument Essay (Optional)
- Bring in two copies of First Draft of Resource Guide

Week Fourteen

****Nov. 22 Peer Review of First Draft of Resource Guide**
*****Last Day to Turn in a Revision of Argument Essay to Turnitin.com*****

For homework:

- Work on Second Draft of Resource Guide. Bring 2 Copies to Lisa's Office

Nov. 24 Thanksgiving Break. Class Does Not Meet

Week Fifteen

Nov. 29 Group Conferences (Bring Typed Second Draft of Resource Guide. 2 copies
Class Does Not Meet.

For homework:

- Finish Resource Guides and Prepare Presentations

Dec. 1 Resource Guides are Due to Google Docs. Research Guide Presentations begin.

For homework:

- Finish Final Reflection for Community-Based Learning Project: Part Two

Week Sixteen

Dec. 6 CBL Final Reflection: Part Two is Due. Finish Remaining Presentations. *Receive
Take Home Final Exam and Instructions.*

For homework:

- *Consult D2L For Final Exam Resources*

Dec. 8 Preparing for final exam. Course evaluations

Final Exam is due on **by noon in my office or at the D2L Assignments on Tuesday, December 13th**

Community-Based Learning Group Project

Creating a Resource Guide for The Irreducible Grace Foundation

Purpose: In groups of two or three, you will collect and document sources for a resource guide that will assist the youth in The Irreducible Grace Foundation in their endeavor to find stable housing, child-care, medical and dental services, legal assistance, banking assistance, employment, and other resources.

Learning Outcomes: In this assignment, you will practice two of our course's learning outcomes: document use of sources appropriately (Outcome 3) and respond critically to texts (Outcome 4)

Due Dates:

- **Thursday, Nov. 17th** : Your group should submit summaries of **Five Resources** you have gathered. Each summary should be at least 100 words in length. Submit one document per group to the D2L Assignment and bring a copy of your summaries to class.
- **Tuesday, Nov. 22nd**: Your first draft of the Resource Guide is due. Bring **4** copies to class for Peer Review
- **Tuesday, Nov. 29th** : Your second draft of the Resource Guide is due. Bring **2 copies** to your conference with Lisa
- **Thursday, December 1st**. **Your Final Draft of the Resource Guide is due. You will turn in a hard copy as well as an electronic copy to Lisa via googledocs.**
- **Thursday, December 1st**: **You will present your Resource Guide in Class.** See the last page of this packet for details and requirements regarding your Presentation.

Points: 60 Points

Audience: Your guide will used by the youth at the IGF and should be clearly and concisely written and well- presented. Be sure to consider the voices/perspectives of the youth at IFG when you write and present your findings.

Format: Your guide should follow the following format:

- **General Introduction for Research Guide:** Begin by clearly describing the purpose of your guide (what you hope it will accomplish and how you hope it will serve the youth at IFG). Be sure to detail your reasons for selecting the resources provided (i.e. well-known organization, easily accessible to youth in the cities). This introduction should be at least 100 words.
- **Use Question to Introduce Each Resource:** In order to make your guide user-friendly, consider using a question to introduce each resource: (for example, "Where can I get help with my taxes?" or "Where can I find free dental services?" or "Where I can go to get reduced or free child care?" or "What places provide free mental health services?").
- **Identifying Information of Each Resource Including a Hyperlink.** Provide all the necessary information to access the organization: Title, Hyperlink, phone number, and other contact information. **Please note:** In order to verify that this resource will be helpful to the youth at IGF, you will need to directly contact this organization by phone or email with prepared questions that we will brainstorm in class ahead of time.

- **Description of Resource** A 100-150 word description of the resource. Include information what specific services this resource provides. The more details provided, the better.

Requirements: You should locate **at least twelve resources** for your total project (six resources for your two topic choices). If you don't already have a google account, you will need to set up one for this assignment.

Examples: Please consult D2L for an example of a Resource Guide. Your guide should follow a similar format. If you have any questions, please ask.

Submitting Your Guide to Google Docs: As a group, you will use Google Docs to gather your resources and descriptions. One person will submit the final document to Lisa via google docs.

Topic Choices: After consulting with the youth at Irreducible Grace Foundation, we will brainstorm a list of topics. Your group will chose two topics and will devote your research to gathering sources on those **two topics**. After each topic choice, you will find suggested search terms to guide your research process. Here are some topics that you may consider (there will likely be many more topics to choose):

- **Where can I find safe places to stay?** (Search Terms: Affordable Housing and Youth and Twin Cities)
- **Where can I find free or reduced Dental Services?** (Search Terms: Affordable Dental Services and Youth and Twin Cities)
- **Where I can find a free or reduced Medical Clinic?** (Search Terms: Affordable Medical Services and Twin Cities)
- **Where can I find free or reduced child care?** (Search Terms: Affordable Child Care and Twin Cities)
- **Where can I get help starting a bank account or getting a loan?** (Search Terms: Affording Banking Services and Youth and Twin Cities)
- **Where can I find help dealing with the law?** (Search Terms: Affordable Legal Services and Youth and Twin Cities)
- **Where can I find helping getting a job?** (Search Terms: Affordable Employment Services and Twin Cities)
- **What places provide free or reduced mental health services?** (Search Terms: mental health services youth Twin Cities or mental health services homeless youth Twin Cities)
- **Where can I find food shelves for youth?** (Search Terms: food shelves and youth Twin Cities)
- **Where can I find safe spaces for LGBT youth?** (Search Terms: safe spaces LGBT youth twin cities)
- **Where can I find free creative arts programs and workshops for youth?** (Search Terms: Free creative arts workshops for youth twin cities)
- **Where can I find information about receiving grants, scholarships, and financial assistance to attend college?** (Search Terms: foster care youth attending college or students in foster care)

Evaluation of IGF Resource Guide

Names: _____

Introduction:

The introduction to the Resource Guide clearly explains the purpose of the guide and your selection process (why you chose the resources you did). Your introduction is at least 100 words

_____/ 10 points

Each Resource is Well-Suited for IGF Youth and All Necessary Contact Information is Provided:

The resources are correctly formatted and all the necessary information is provided (including organization title, phone number, contact information, and a hyperlink). The researchers have investigated the resources and made certain that this organization will serve the needs of IGF youth.

_____/10 Points

Resources are Described with IFG Youth in Mind

The resources are thoroughly described and clearly written for the intended audience: the youth at IFG. Jargon is avoided.

_____/10 Points

Resources are Clearly and Concisely Written

The descriptions of the resources are well-detailed. Sentences are well-structured and the language used is varied and concise

_____/ 10 Points

Required Resources and Word Count

There are at least **six resources per topic for total of twelve resources**. Each description is at least 100 words in length.

_____/10 points

Spelling, Grammar, and Punctuation

The Resource Guide contains correct spelling, grammar, and punctuation

_____/10 Points

Total Grade _____ /60

Comments:

Presentation of Resource Guide

Purpose and Audience: You will have the opportunity to present your Resource Guide to the Youth at the Irreducible Grace Foundation.

Points for Presentation: 10

Evaluation of Presentation of Resource Guide:

Group Participation:

Each member contributes equally to the presentation

____ /5 Points

Explanation of Resources and Use of Visual Materials

The speakers use good eye contact and speak clearly and loudly. The group provides a clear overview of the material they've gathered and why they selected each resource. The presenters use visual aids (PowerPoint, Prezi, YouTube videos, posters, or handouts etc.) effectively. Material is clearly presented. Grammar and spelling are correct.

____ / 5 points

Final Comments:

Community-Based Learning Scholarship Essay/Job Application Letter (Final Exam)

Purpose: The purpose of this assignment is to help you describe the skills you gained from your community-based learning project to a future audience.

Audience: You will decide whether you want to write an essay for a scholarship application **OR** a cover letter for a job. In the case of a scholarship essay, your audience will be composed of college admission officers. In the case of a cover letter, your audience will be composed of an employer and/or human resource officers.

Length: No matter format you choose, your document should be at least **300 words, but should not exceed 600 words** in length.

Format: Please see the handouts on D2L for “Tips for Writing a Scholarship Essay About Community Based Learning” and “Job Application Cover Letter Template”

Points: 30

Due: Final Exam is due on **by noon in my office or at the D2L Assignments on Tuesday, December 13th**

Brainstorming Techniques: Before you begin your writing process, you should first consider how you will translate your community-based learning project into the language that employers or college admissions officers value.

Below is a list of key words and skills many employers are looking for in their employees. You can use these words to enhance a job cover letter, resume, or a scholarship application. Many of these words can be used in conjunction with a description of community service activities.

- | | |
|-------------------------|------------------------------------|
| • Leadership/Lead | • Motivate and engage |
| • Cooperation | • Coaching, Assisting |
| • Manage, Organize | • Teamwork |
| • Problem-solving | • Critical thinking |
| • Analyze | • Develop |
| • Communication skills | • Written skills |
| • Mentoring, Supporting | • Proactive |
| • Prioritize | • Creative |
| • Contribute | • Working with Diverse Communities |

Here are some brainstorming questions. You can use the answers to these questions to include in your essay or letter. However, your essay or letter should not simply be responses to these questions.

- Using some of these words above, describe the Community Based Learning Project
- Explain how this project connected with the learning objectives (outcomes of the class)
- How did the project improve your professional competency and chances for career successes **OR** how did this project affect your academic and career goals?
- How did this project enhance your academic growth?

- How did this project impact your success as a student?
- How did this project enhance/deepen/change your engagement with your college or the community?
- What problems/obstacles/ challenges did you encounter during this project and how did you resolve them?