English 2130  Sample Assignment 1

English 2130
Writing to Learn
In-class Response

Purpose/Goals:
This sample activity is designed to capture the following learning outcomes:
Describe, examine, evaluate reading practices and oral/written critical analyses
Analyze and explain how various components of literature work together to create meaning
Apply writing as a tool for understanding literature and its interpretation

Description of Assignment:
Choose one of the following questions and write for about 20 minutes. Explain as thoroughly
as you can the question you choose and use examples from the text. (open book response)

Questions:
How does the concept of the melting pot damage “difference” or the experience of the
“other”? Choose one of the works we read for this week and apply this concept.

How would you describe America? List at least 5 characteristics. Then compare or contrast
these with the way that de Crevecoeur writes about America and its portential.

Find examples of imagery, metaphor and humor in Frederick Douglass’ piece. What do these
tell us about his view of America?

Requirements:
Write in class with open book option for about 20 minutes.
Turn in response

Assessment:
Assessment for this activity may be non-graded, or you could use a check, check - or check +
system to let the student know generally how their response strikes you as logical, informed, etc.
Response papers are often used more as a communication to you about what students know (or
don’t) and your response is usually written feedback. In addition, you could use their responses
as a springboard for class discussion and a lecture that clarifies and highlights.

English 2130  Sample Assignment 2

English 2130
Formal Paper

Purpose/Goals:
This assignment is guided by the following learning outcomes as stated on the syllabus:
· identify and explain the fundamental features of the genres of poetry, fiction, non-fiction, or drama
· define key literary terms/concepts and implement these in written discussion as well as in
literary interpretation
· analyze literature and explain how various components of literature work together to
create meaning.
· apply writing and revision as tools for understanding literature and its interpretation
This paper should demonstrate students’ abilities to analyze literature and create arguments based on reasonable inferences from textual evidence.

**Description of Assignment:**
Choose one of your response papers that you feel deserves further investigation and elaboration, one that you found interesting to write. Your topic and thesis must be cleared by me; you may seek approval for your paper by email, during my office hours, or by appointment. If you’d like to write on a work or topic that you didn’t write a response paper on, please discuss the idea with me.

You will need to revise your response papers based on the purpose of the new assignment. The response paper is an informal piece designed to see what you know and to help you learn material in more depth. The formal paper, on the other hand, is more academic in tone and structure, and its purpose is to demonstrate your skill at analysis and interpretation, as well as with formal writing. It should be an argument with a thesis, include supporting evidence from the text and a fully developed explanation of how each piece of evidence you’ve provided supports your assertions.

Bring three copies of your draft for peer review on _____(date). In groups of four, you will exchange papers, take them home to comment, and bring them back the next class time for feedback.

Then take the comments and feedback provided by your peers and draft a second time. Email your second draft to me by ____(date). We will discuss individually your second draft and I will then point out successes and suggest revision where needed.

On ____ (date) you must turn in the final version of this paper. Please attach previous drafts and comments from peers behind the copy you want me to read for the final grade for this paper.

**Requirements:**
8-10 pp.  
Times New Roman, 12pt. font, 1” margins  
MLA format  
Argument within a literature context

**Assessment:**
We will use the attached sheet to assess and comment on your papers. Please be as thorough in commenting as you can. Be sure to let your classmates know where their papers are successful and where they need to be revised, where more explanation or example is needed (or omitted, perhaps).

**English 2130 Sample Assignment 3**

**English 2130**  
**Oral Presentation**  
**Group-teach for the Colonial Period**

**Purpose/Goals:**
This sample activity is designed to capture the following learning outcomes:
Identify and explain the fundamental features of the genres of poetry, fiction, non-fiction and drama  
Describe, examine, and evaluate your own reading practices and written/oral critical analyses
Analyze literature and explain how various components work together to create meaning.
Recognize and interpret relationships between American literature and its literary history and culture.

**Description of the Assignment:**
In order to cover the contributions of early writers in America, we will conduct group presentations of some of the material from the Colonial Period. The class will be divided into 5 groups, by counting off 1 through 5, and then each group will be assigned authors to consider for teaching the class. One class period will be provided for groups to organize their presentation; the rest of the planning must be done on your own. Each group will present for 15 minutes. Requirements for presentations are below.

For instructors: Following are questions that I developed for the groups to consider in their presentations. You will certainly think of others. After each presentation, I also follow up if there is something I think the group missed.

**Columbus/Smith**
- How are the themes of individualization and isolation incorporated into the works of Columbus and Smith?
- What theological concepts were prevalent in Columbus’ time, which made him so sure of his success in claiming the new land for the King and Queen?
- What theological concepts were prevalent in Smith’s time that made him so unsure from one moment to the next what God was going to do for him and his group?
- What were two main aspects of the New World described in Christopher Columbus’ writing?
- What was the conflict between John Smith and the Powhattan regarding Powhattan’s Discourse of Peace and War?

**Bradford/Winthrop**
- Where did Bradford and company flee when they got the Charter?
- What was the name of the company that gave them the charter?
- Who was elected as the first governor of the Pilgrim’s settlement in the Cape Cod area?
- What were some reasons for the Pilgrims leaving the Netherlands for Cape Cod?
- How did Winthrop’s Puritan beliefs shape the way he ran the colony?
- Was Bradford a Pilgrim or a Puritan? What is the difference?

**Native American Voices/Rowlandson**
- What do you think is the importance of the edition including the two difference creation myths from Native American traditions?
- What evidence is there that Rowlandson’s account of her captivity may have been edited?
- What are the similarities between the Native American creation stories and why?
- What major theme, through the use of quotes, presents itself in Mary Rolandson’s piece?
- How does the Native American version of creation compare to the standard Christian version?
Sewall/Byrd/Woolman
Explain how Sewall, Byrd, and Woolman differed in religious beliefs.
How was slaver viewed by the three?
How educated were these three writers?
What are the major themes in their work?
How is their writing different from each other?

Edwards/Mather
Why was Mather against the Salem Witch Trials?
Why did Mather want Bradstreet to be governor?
How would you describe Mather’s writing?
What was Edward’s motivation for writing “Sinners in the Hands…. ” What was the reaction? Why
is it considered a great American work of literature? (think about literary devices)
What is the relationship between the Enlightenment Period and these two authors?

Requirements:
Each group will present basic biographical information about the authors, conduct a discussion, and ask the class questions about the literature. Groups should also include a visual and a short quiz for the class. The midterm exam will use some of the questions the groups constructed. All class members are expected to read all the authors presented, but only the group will provide specific strategies to discuss the literature.

Assessment:
Assessment procedures for group presentations must be clear from the beginning. For this assignment, there are two assessments: one from the class, and one from the group – each worth 50 points. I ask the class to award the group points on 5 aspects of the presentation (10 points each): knowledge of the authors, clarity in presentation, thoughtful questions and discussion, visual aid, potential midterm questions. Then each individual in each group considers the following areas of assessment (worth 50 points): in a one page evaluation, think about how the group functioned and what you learned. For example, write about your contribution to the project (state what you did), contributions of others for the project (state what others did), your assessment of how well the group communicated to the class, and what you learned from this process.

English 2130 Sample Assignment 4

English 2130 Quiz/Examination Postmodern American Quiz

Purpose/Goals:
This sample quiz is designed to capture the following learning outcomes:
Describe, examine, and evaluate reading practices and critical analyses
Recognize and describe American literary history as chronological, developmental, and thematic
Recognize and interpret relationships between American literature and its literary history and culture
**Description of Assignment:**
Quiz. This in-class sample quiz is intended to measure reading and critical thinking skills.

Albee’s “The Zoo Story” & Barthelme’s “The School”

1. Where do Jerry and Peter meet in “The Zoo Story?” Why is this setting appropriate for this play?
2. In the story that Jerry tells Peter, who (or what) does Jerry say he tried to poison? Why does he do this?
3. What happens to Jerry at the end of the play (please be specific)?
4. In the play, Jerry says, “that neither kindness nor cruelty by themselves . . . creates any kind of effect beyond themselves [but] that the two combined . . . are the teaching emotion.” What does Jerry mean by “the teaching emotion?” Use one example from the play to support your answer.
5. What elements of contemporary/postmodern literature are apparent in the play?
6. Name three things that the students adopt in “The School.” What happens to them? How do the kids react?
7. What do the students beg their teacher and Helen, the teacher’s aid, to demonstrate? How do the children respond?
8. Who (or what) walks into the classroom at the end of the story?
9. What is the significance of the title of this short story?
10. Why is Barthelme’s writing considered postmodern? (think about the features, subject matter, etc. of this short story)

**Requirements:**
This kind of quiz is announced or unannounced and takes students about 20 minutes to complete. They might turn it in to the instructor and then go over each question as a large group discussion, get into groups and discuss the questions and then report back to the whole class, or just turn the quiz in and the instructor might lecture or lead discussion related to the quiz but not specific to it.

**Assessment:**
Assessment will depend on the use of the quiz. Instructors may choose to count each question as 10 points, knowing that some are easier than others. Instructors may choose not to grade the quiz at all but rather use it as a learning tool, an attendance tool, a discussion point.