PROJECT ONE: Finding your Individual Space in a Community of Inquiry

“I must question everything, even if it means losing my faith, even if it means becoming a member of a border tribe among my own people. Tolerating blind obedience in the name of patriotism or religion ultimately takes our lives.”

-- Terry Tempest Williams, “The Clan of the One-Breasted Women”

OVERVIEW: In our first unit, we will examine our roles as both members of our home communities and as students at a research university. Through our readings and discussions, we will interrogate our notions of citizenship, community, responsibility, and inquiry, which will lead each of us towards developing our own definitions of these ideas. The above quotation from Terry Tempest Williams’s “The Clan of the One-Breasted Women” touches on the relationship between the four principles we will discuss in this unit, and our other readings will complicate our ideas of these definitions.

In this unit, we will also work on integrating sources, revising, and responding to peers’ drafts.

ESSAY #1 PROMPTS: Choose one of the following prompts for your first essay.

#1: In “The Clan of the One-Breasted Women,” Terry Tempest Williams transitions from sharing a personal family narrative to a discussion of a much larger issue—the deadly effects of nuclear testing by the United States during the Cold War. In order to be a responsible citizen, Williams breaks from her family’s religious tradition of keeping quiet about issues, and she breaks the law. In at least 5 full pages, describe a situation in which you, in order to achieve a greater depth of inquiry, had to break from family, community, or religious traditions or beliefs. Be sure to describe the situation on two levels—the personal/family/friend level and the broader community level for the bigger issue involved. In your writing, reference Williams’s essay to show how your path to inquiry paralleled and/or contrasted from hers. Also, reference either Palmer or Tannen in your essay. Be specific in your descriptions—both of your personal experience and of the larger context/problem. Privilege your voice and your experiences in your essay.

#2: At this point in your life, you may not have acted against your family, community, or religion, but perhaps you have experienced a situation where, in retrospect, you wish you had acted as a more responsible citizen and stood for something in which you believe or against something you believed was wrong. In at least 5 full pages, describe the situation (the situation could either be a single event or something that happened over a period of time) you witnessed and reflect on what you did and how you felt as you witnessed this situation. Describe the situation in detail and show how it affected you, your friends, your family, and/or your community. Also describe what you would do differently now if you could go back and act as a responsible citizen. How do Terry Tempest Williams’s experiences relate to your topic? In your essay, reference Williams and either Palmer or Tannen. Don’t let these other writers speak for you, but enter into a dialogue (to use Tannen’s term) rather than a debate with their ideas. Be specific in your descriptions—both of your personal experience and of the larger context. Privilege your voice and your experiences in your essay.

LENGTH: 5 full pages of text minimum. Acceptable fonts: Helvetica, Times New Roman, News Gothic, or Arial; sizes 10-12 pt. The works-cited page does not count toward fulfilling this requirement; essays may exceed this length requirement. You may include graphics, but they do not count towards the 5 page requirement. Essays under 5 full pages will be considered incomplete and will receive a failing grade.

INTERNAL DOCUMENTATION: When you take information from a source (as in a short paraphrase, a summary, or a fact) or quote directly from a source, reference the source in a parenthetical or contextual reference. For more information, refer to section 21a of The Penguin Handbook.

MANUSCRIPT REQUIREMENTS: Your essay must be prepared according to MLA manuscript guidelines; see chapter 21 of Penguin for more information. Your essay should have the MLA heading, page numbers in the header, and a works cited page. Double-space your essay.
GRADE WEIGHT AND CRITERIA: Your Project 1 Essay will count 10% towards your final course grade. See pages FM-10 to FM-14 in *Penguin* for more information on grading. Remember, essays receiving below a C must be revised and resubmitted in accordance to the “C” or Above Policy until the assignment reaches a satisfactory level. A failure to revise will result in a failing grade. Your grade will be based on the following criteria: (1) fulfillment of assignment, (2) theme/purpose, (3) organization, (4) development, (5) integration of required sources, and (6) prose style and mechanics. I will further explain grading criteria in class.

PLAGIARISM: Plagiarists use someone else's words, ideas, or sentence structure without giving proper credit through documentation. Plagiarism will result in a failing grade for the project, and, in major cases, for the course.

UNIT 1 TENTATIVE SCHEDULE: This schedule does not include everything we will be doing in class, but it does outline our readings and major project due dates for project 1. Please be sure to have reading assignments read for the day they are listed on the schedule.

Abbreviations:  
*CRC* = *Citizenship, Responsibility, and Community: A Reader for First-Year Writing*  
*AWE* = *Award Winning Essays*  
*PH* = *Penguin Handbook*

**Week 1: Course Foundations**
- **W 8/23** Course Introduction
- **R 8/24** Introduction to Project 1 and In-Class Writing Activities

**Week 2: Uncovering Course Themes and Developing Our Community of Writers**
- **M 8/28** Read: Randall Roorda’s “Introduction” to *CRC* and Preface to *PH: UK Edition*  
- **T 8/29** Read: Terry Tempest Williams’s “The Clan of the One-Breasted Women” (*CRC*); *PH* 8A-D  
  *Write:* In 2 pages, describe, in your own words, what you think Williams's purpose is in writing “The Clan of the One-Breasted Women” and explain how you think it matches or differs from your objective for your project 1 essay. Refer to specific locations in the text.
- **W 8/30** Read: Deborah Tannen’s “The Roots of Debate in Education . . .” (*CRC*)  
  *Write:* How does Tannen’s assessment of the education system compare to the educational experiences you’ve had at this point in your life? Refer to specific passages. (2 pages)
- **R 8/31** Read: Parker Palmer’s “The Community of Truth” (*CRC*)  
  *Write:* “Most Important Passage” Response (See directions and sample on website)  
  **Due by E-mail (at 5:00 PM):** Idea Proposal for Project 1 (Directions on website)

**Week 3: Developing Our Own “Community of Truth”**
- **M 9/4** No Class: Labor Day!
- **T 9/5** Read: Sample Essay for Model Workshop (Handout) and *PH* sections 5A, 5C, and 5F on Responding to Drafts  
  *Model Workshop:* As a group, we will go through the group workshop process to model what your small groups will be doing with your essay drafts.
- **W 9/6** Read: *PH* 19 on plagiarism and cheating. Also read *PH* sections 5B, 5D, and 5E on Revising, Editing, and Proofreading  
  *QUIZ:* We will take an open-book/open-notes quiz to ensure you understand the material on plagiarism. (Students who do not receive an “A” on the quiz will make corrections and resubmit quiz for grade.)
- **R 9/7** **DUE:** ___ copies of discovery draft to distribute for peer workshop

**Week 4: Workshopping and Revising**
- **M 9/11** Peer Group Workshop for Essay #1 (Day One)
- **T 9/12** Peer Group Workshop for Essay #1 (Day Two)
- **W 9/13** Read: Kevin Roberts’s “Orange Blossom Avenue” (*AWE*)
- **R 9/14** **DUE:** Project 1 Essay  
  Introduction to Project 2 and In-Class Writing Activities