

Fall, 2013

Dear Students:

Congratulations on your decision to attend CCBC! And welcome to English Composition I!

I am very happy to meet you and work with you this session. Although I have been teaching college writers for a long time, I always feel excited (and a little nervous) as each session begins. That is because I am facing new students whose talents and personalities are unique and thus play a large role in the dynamics in our classroom. So for me, each section of English Composition is an adventure.

My purpose is to help you reach your academic goals, whether that be an A.A. degree, transfer to a four-year college, or completion of a specialized certificate. Specifically, I will be your "coach" to help you improve yourself as thinkers, readers, writers, and speakers—all of these skills weave together and will enhance learning. This is why the ability to communicate effectively is so highly rated, and why employers always report that they prefer to hire individuals who have mastered such competencies. Of course, when you think about it, most successful people are also powerful thinkers, writers, and speakers.

Many of you are first-time college students and may even be the first person in your family or community attending college. Or, some of you may have been out of school for a very long time. Either way, it is normal to feel somewhat nervous about how you'll do in college, and unsure of what it means to be a college student. Having said that, I wanted to share with you some helpful hints that will hopefully give you some insight into "college culture" and what your professors expect. You may end up adding to this list, yourself, as the session goes forward—and I appreciate any feedback. Here they are:

- ✓ Show up (on time)
- ✓ Be prepared
- ✓ Participate in class discussion
- ✓ Read and understand the syllabus
- ✓ Meet all deadlines
- ✓ Respect and tolerate different opinions
- ✓ Avoid excuses
- ✓ Ask questions
- ✓ Network with others
- ✓ See if you qualify for Financial Aid
- ✓ View mistakes/errors as an opportunity to improve
- ✓ Try your best
- ✓ Be aware of—and use—CCBC resources (e.g., Student Success Center, Writing Center, Counseling Center, Office of Financial Aid, Veterans Services)
- ✓ Put away your cell phone
- ✓ Get adequate rest and nutrition
- ✓ Keep your sense of humor and have some fun

Sincerely,

Professor De La Ysla (pronounced "Day-La-E-Slaw")

Assignment 1: Motivation Letter to Yourself

Welcome to the first day of English Composition I or II!

I know that the first day of a new class can feel overwhelming, and I understand that you may be feeling a bunch of emotions today, including excitement, nervousness, and uncertainty. Please understand that I have felt the same way many times when starting a new class, and it is natural. However, please also realize that while you may feel this way, I believe you came to CCBC to achieve great things, and one of my most important personal missions is to assist you in reaching your academic goals of doing well in school and in this class. I am here for you!

Please assist me in this task by assisting yourself.

You hold the key to your success, so I would like you to use the brainstorm list we completed in class and add to it. Then, with that information, write a letter to yourself that outlines a plan for future success in this class and in college.

In doing so, please reflect upon the following topics and then NEATLY type a one or two-page letter to yourself which explains in detail these issues:

Why am I taking this class?

Why am I in school?

What do I hope to accomplish this semester?

How will I accomplish these goals?

What do I hope to accomplish in this class, and why?

How would I feel if I dropped this class or out of school altogether?

Then, please proofread/spell check the letter, sign it, and stick it in an envelope. **DO NOT SEAL THE LETTER!** On the outside of the envelope please write your address as though you may want to send the letter to yourself in the future. Do not seal the envelope as I want to be able to read it so that I may assist you in reaching your goals any way possible.

This assignment is due at the end of class.

[REDACTED]
Professor De

English [REDACTED]

Feb 5, 2015

Week 1

Dear [REDACTED],

The first day of class may possibly be overwhelming and, and I know that you may be feeling unsure about what to do, what to expect or even afraid of the challenges you will face, but you need to know that you will get through this with the help of your professor and your classmates. Therefore, don't be afraid of any obstacles and be confident. Believe in yourself. The reason for my letter to you is that I have already faced a very familiar obstacles and I want you to know that it is not only you. There are so many people out there that are feeling the same way as you do now and so if they can get through it, then you can too. I believe you came to CCBC to achieve your dream goals. I am here for you!

You are taking this class because it will help you become a better writer, better person, and help you grow your knowledge. The reason you go to school is because you have goals to achieve. You want to achieve many things during this very semester. Your goal for this semester is to get A's in all your classes, become a better writer and get a better job. In order to accomplish these goals, you cannot give up when life hits you hard. Always find solutions to get through things that seem impossible to you because everything is possible when you set your mind to it. After taking this class, you hope to have more knowledge then before and become a better writer. If you dropped out of this course or all your other classes, you would be devastated knowing that you are missing a great opportunity such as this. You would feel the need to do whatever it takes to get that chance again. Therefore, you know what you have to do in order to achieve your goals for this semester.

Motivation Letter: Mid-term Check-In

1. Please re-read your Motivation Letter written at the start of the semester
2. Write a letter to the person who wrote that letter 8 weeks ago, responding to the following questions:
 - a. "Since writing this letter, I have realized that

 - b. "College is/is NOT what I expected." Explain why.
 - c. Now that midterm grades are in, I understand that I need to
 - i. Continue doing exactly what I have been doing;
 - ii. Change my strategies;
 - iii. If my grade is not what I would like it to be, I will have to change the following behaviors/strategies (name and list them):
 - iv. Withdraw from the course, after checking with Financial Aid
 - d. If you realize that you need to have additional support (academic or other), how aware of those resources are you, and what is the likelihood that you will seek them out?

Note: I will collect the original Motivation Letter + the new letter you are writing.

[REDACTED]
Professor De la Ysla

Week 7

English [REDACTED]

March 24 2015

Dear [REDACTED]

Since writing this letter, I have realized that college is harder than I thought. Now that midterm grades are in, I understand that I need to change my strategies. I need to improve in my essay. Everything is going as I planned except my essay. Therefore I will go to writing center more often to get help on how to write an essay better. Most of my strategies before were fine so I will continue doing what I was doing the last several weeks. I just need to find any help I can get from anybody to achieve my short-term goals, which is to get all A's in my classes. I know that giving up is not an option in all my classes. I will do everything with the best of my ability.

I am sure that if I continue what I was doing and go to writing center more often, I will get the grade I want at the end of this semester. One of the most important things to have is a growth mindset because you need to believe you can always do more and get better at everything you do. If I believe in myself and have the mindset that everything is possible if I gives 100% on every task. Being aware of what needs to be done and when is also a good strategy for me, that way I know which task I need to work on first.

“Mindsets”

- 1. Your intelligence is something very basic about you that you cannot change very much.
- 2. No matter how much intelligence you have, you can always change it quite a bit.
- 3. You are a certain kind of person, and there is not much that can be done to really change that.
- 4. You can always substantially change how intelligent you are.
- 5. You can learn new things, but you cannot really change how intelligent you are.

Action Rules of Successful Students

- Circle all of the action rules below that you now implement, and label them "now". Next, circle the rules to which you will do your best to commit from now until the end of the semester. Label those "will do".
 - Write a short paper in which you reflect on your responses.
1. Attend every class from beginning to end.
 2. Do my best work on assignments and hand them in on time.
 3. Respect and support my classmates and professor.
 4. Write down my long- and short-term goals and review them often.
 5. Make appointments with my instructors about anything that confuses me.
 6. Seek out and use a tutor.
 7. Nurture myself, get proper rest, eat well, exercise regularly.
 8. Study and learn from the oral and written feedback I get from instructors on my assignments.
 9. Associate with winners and positive people.
 10. Follow directions carefully.
 11. Use the library and its resources.
 12. Avoid drugs and excessive use of alcohol.
 13. Bring course tools (books, pens, notebooks) to every class.
 14. Do assignments early.
 15. Find a good study place and study there often.
 16. Strive for excellence; do more than just enough to get by.
 17. Participate, volunteer, and get involved in class.
 18. Listen carefully.
 19. Talk positively to myself.
 20. Talk in class when appropriate; otherwise, focus on the speaker.
 21. Request assistance from family and friends when needed.
 22. Read difficult assignments twice or even three times.
 23. Laugh and have fun.
 24. Complete my college assignments before socializing.
 25. Compete with myself to do better than last time.

#1 - Why Developmental Writing?

Many students at CCBC are assessed as needing to take a course in developmental writing. What are the factors, both personal and external, that are responsible for your being placed in this English 052 course?

#2 - Obstacles

Click here to view the YouTube video: <http://www.youtube.com/watch?v=ccBqQ7fU5mc>

Each of the two dancers in the video has a physical challenge which some people might say is a disability, or “dis-ability”, that is, “not having the ability” to do something. Those who overcome obstacles in their lives often demonstrate certain personal characteristics; in addition, they may attribute their ability to succeed to other factors in their lives. Describe a situation in your own life, or that of someone else you know, when an obstacle was encountered, but then surmounted.

#3 – High School and College

Click here to read the article: <http://smu.edu/alec/transition.asp>

Now that you have been at CCBC for a few weeks, you may have noticed some big differences between your high school and college experiences. You are not alone! Many students new to college often find it challenging to learn about and then get used to college expectations and culture. In “How Is College Different From High School?” several aspects of being a college student are contrasted with being a student in high school. For example, “following the rules” in high school is contrasted with “choosing responsibly in college;” high school teachers are contrasted with college professors; and tests and grades are contrasted in each situation.

Before you begin, think about your own experience so far at CCBC. You may wish to consider what your expectations were before you arrived, or whether anything has surprised you. Think about your single greatest challenge in making the transition from high school to college. Choose at least three (3) examples from the article that relate to you, and write about how they relate to you, making sure to mention how you have tried to adjust to the changes.

#4 – “The Struggle to Juggle”

It is recognized that students who attend community college are not only taking a full, or nearly full, course load, but are also working in excess of 20 hours per week. In addition, many students have responsibility for the care of children or other family members. At this point in the semester, think about how you are handling your school and work responsibilities. Describe the impact of multiple responsibilities on your personal time or social life, as well as any helpful strategies you have adopted that help you cope more effectively.

CCBC. The incredible value of education.

Many students leave four-year universities with a full education but empty pockets and the burden of school loans for years to come. CCBC's yearly cost is less than half the national average for four year public universities. The charts below compare CCBC's cost to some of your other local options. Side-by-side, it's easy to see that CCBC represents an incredible value for Baltimore County students.

Savings for full-time students

Baltimore County residents

college	annual full-time tuition and fees*	two-year savings at CCBC**	
<u>CCBC</u>	\$3,172		
<u>Morgan</u>	\$6,548	\$6,752	(52%)
<u>Towson</u>	\$7,906	\$9,468	(60%)
<u>UMBC</u>	\$9,667	\$12,990	(67%)
<u>Notre Dame</u>	\$29,700	\$53,056	(89%)
<u>Stevenson University</u>	\$25,311	\$44,278	(87%)

* For 12 credits per semester

** based on tuition and per-credit fees for summer 2012 and fall 2012. Does not include additional costs such as books and materials.

Savings for part-time students

Baltimore County residents

college	part-time tuition and fees per credit*	savings per credit at CCBC	
<u>CCBC</u>	\$106		
<u>Morgan</u>	\$194	\$88	(45%)
<u>Towson</u>	\$246	\$140	(57%)
<u>UMBC</u>	\$295	\$189	(64%)
<u>Notre Dame</u>	\$470	\$364	(77%)
<u>Stevenson University</u>	\$596	\$490	(82%)

*per credit charges shown do not include any fees or additional expenses

Reading 1 -Student Aid: How many Low Income Students will be Left Out <Warning – This is a rather long reading, but it is important to the understanding of the topic!>

<http://0->

[library.cqpress.com.library.ccbcmd.edu/cqresearcher/document.php?id=cqresrre2008012500&type=hitlist&num=0](http://0-library.cqpress.com.library.ccbcmd.edu/cqresearcher/document.php?id=cqresrre2008012500&type=hitlist&num=0)

Possible HW: What do you think should be more important in getting financial aid: merit or need?

Source: Financial Literacy packet (CC-BC)

Professor De La Ysla

ENGL 052

10 Oct. 2013

Merit or Need

With a rise in college attendance there is a need for financial aid to pay for it. In the U.S. there are needs for grants to pay for college because not all families have the funds to pay out of pocket. There have been disputes that whether there should be more need based grants than it should be merit based grants. I find that need based grants are more important than merit.

The low income students feel that they are being left out of college because they don't have the money to attend. If they do find the money to attend it is through a loan where they are being charged more than "13 percent interest" on them. This puts them well above the average \$20,000 debt that American college graduates face". This puts these low income students at a disadvantage and a long shot at graduating from college.

Most of the federal grants are being used on merit based grants. They should split the money down the middle to make it more equal. This will give both low and high income students a chance at getting money to attend college. If low income students aren't receiving a fair chance at college because they don't have the funds to go they don't get a chance to further their education. The low income students can have better work habits or better ideas than the high income students but only if they are given a chance it will be found out.

There is an extreme difference between needs and wants for grants. Merit grants are wants and need based grants are needs. The merit grants aren't always needed they sometimes

English 052 CCC/CXD

Prof. De La Ysla

28, Mar. 2014

very well done

1
12
15
(B)

My Financial Experiences

Financial literacy is defined as the ability to understand how money works in the world. Not everyone in the world is aware of this term or how to apply it to everyday life. Maybe if half the world had learned about this at a young age, then maybe we would not have poor people and children at a young age with a lot of debt.

and
I have had experience with having my own debt. I have had a credit card ~~that I thought~~ I had not exceeded my credit limit, but I had forgotten that money was used to pay my phone bill. I also did not keep up with my balance so I would think that I had more money, when in reality I was broke. Because of my carelessness, I had a substantial debt of 1,500 dollars between my credit card bill and phone bill while still in high school. There were also times when after working long hours I had to pay rent and had no money afterwards. My phone would be off for weeks because I did not have the money for it. There were times I had money hidden from my mother's boyfriend but decided to go out with my friends and splurge it on pointless things. I spent it on beer, fast food, and marijuana.

Throughout the time I have lived by myself I had gone through many iPhones. Instead of buying a cheap phone at the store, I would buy iPhones ~~of~~ ^{of} other people. It seemed as though every other pay check went towards an iPhone. Because they were either broken and I

Culture Walk

The purpose of this exercise is to help students become more aware of the many types of diversity that exist and to find students who share the same experiences. For this exercise, students form a line across the classroom. Students are asked to step forward and then back into the line based on questions asked by the instructor. Start with questions that are non-threatening to get students comfortable with the exercise. Students can choose to “pass” if they want. Vary the questions to suit your group of students.

Walk across the line if your favorite color is blue. Look into the eyes of those you brought with you. Look at those you left behind. Allow yourself to feel whatever you are feeling. Walk back across the line.

Here are some additional questions:

- Walk across the line if you have ever experienced a bad hair day.
- Walk across the line if you are undecided about your major.
- Walk across the line if your parents are divorced.
- Walk across the line if you or someone you care about is in a gang.
- Walk across the line if you or someone you care about lives in poverty.
- Walk across the line if you or someone you care about has been homeless.
- Walk across the line if you have been told or think you are fat.
- Walk across the line if someone you care about has been abused physically, psychologically or sexually.
- Walk across the line if you or someone you care about is dependent on alcohol or drugs.
- Walk across the line if you know someone who is gay, lesbian or bisexual.
- Walk across the line if you know someone who is HIV positive or has AIDS.
- Walk across the line if you have been put down by someone else and it hurt you.
- Walk across the line if you put someone down and you knew it hurt them.

At the conclusion of this exercise, ask students what they learned from it. The usual comment is that students are not aware that so many share the same experiences

Will there ever be a day when race is no longer an issue? If so, what might cause that to change?

Have you ever experienced an uncomfortable racial situation? If so, did your discomfort prevent you from opening up to another person?

Have you ever experienced an uncomfortable racial situation? If so, did your discomfort prevent you from opening up to another person?

How much does society talk about race? How much should we?

Suggested Essay Assignment - Short Writing A – ENGL 052/ALP

Length: Approx. 500 words, typed and double-spaced

Audience: Classmates/Professor

Learning about CCBC Resources – Social Capital

Background: Your task is to find out as much as you can about one Student Support resource at CCBC. In this paper, you will discuss your prior knowledge of that resource as well as your assumptions regarding it, and will interview someone (staff or faculty, not a student worker) who works there. Your paper should cover the following: Why you chose this resource; what you want/need to know about it; your process in gathering information; what you actually learned; and why you think students should take advantage of this resource, including why you think students would *not* use this resource, even if it were recommended. Keep in mind:

- 1) Why you chose this resource: there is most likely a reason why you decided to select this resource. Describe your reasons why it is important for you to learn more;
- 2) What you currently know or assume about this resource;
- 3) Interview someone who works in that area. Select a staff or faculty member, not a student worker. Some of your questions: a) what is the purpose/function of this CCBC resource? b) How would a student access the service? c) How long have you worked here and what sort of preparation (education, training, experience) did you have? d) What are your greatest rewards and challenges working here? e) What is one thing you would like CCBC students to know about this service? Include at least one direct quote from the interviewee.
- 4) What you actually learned: were your assumptions correct? How did your interview influence your understanding of the resource? Speculate about why students would *not* use this resource although they would clearly benefit from doing so. How might this service increase students' "social capital" at CCBC?

Adapted from an assignment: Prof. Megan Schutte

CCBC Student Resources:

<http://www.ccbcmd.edu/advising/resources.html>

Writing Center (Catonsville):

http://www.ccbcmd.edu/liberal_arts/english_cat/engl-writingctr.html

Student Success Center:

<http://www.ccbcmd.edu/supportservices/cat/index.html>

College Life information:

<http://www.ccbcmd.edu/collegelife/stulifefaq.html>

Career Center: <http://www.ccbcmd.edu/employment/online/>

On-campus shuttle:

Can't find a parking spot close to your building on the Catonsville campus? Consider taking the shuttle. The shuttle operates every day classes are in session (fall and spring semesters), as well as the week before the first day of class. The shuttle runs its route every 10 minutes, starting at Lot 6 and every effort is made so that riders wait no more than 10 minutes between shuttle stops. Five shuttle stops have been identified and they include Lot 6, Lot 5, Lot 2, Lot 8 and in front of the Center for the Arts building.

If a user has a special need, call 443-840-1111 to ask for a pickup at another campus location. Students looking for escorts to their car or transit stop can call that same number to reach a Public Safety officer who will assist.

Shuttle Service between CCBC campuses:

<http://www.ccbcmd.edu/media/collegelife/media/shuttleposter.pdf>

FAQ's – CCBC Resources

- I need to figure out what courses to take next semester.
- I am a student-veteran being deployed next month.
- My 3-year old's babysitter is moving out of state.
- My husband was just laid off.
- I need a transcript sent to University of Baltimore.
- There is a "hold" on my account.
- I had an I.E.P. in high school.
- How do I know what career I am best suited for?
- I'd like to work out in the gym.
- I need help with my Sociology paper.
- Math 082 is hard. Who can help me?
- My mom and I don't get along, and she just kicked me out of the house.
- Where can I go for help with my research paper?
- I'd like to find out about clubs on campus.
- I need to file an appeal because of my score on the Accuplacer test.

Essay #1 – Educational Autobiography

Background: One of the oldest and most basic forms of communicating is the act of storytelling. We tell stories for a variety of reasons: to explain something, to entertain, to connect with others, to share something personal about ourselves, simply to recount the events of any given day. An educational autobiography summarizes and reflects upon the experiences and events in a person's life up to the present time. Topics to be addressed in an educational autobiography could be your favorite subjects or teachers in school, what kind of awards you won or why you chose a particular college. Educational autobiographies are often used by teachers and other working professionals, but students can create them and find them very beneficial as well. As we delve into issues surrounding the learning process and later, work in America, it will become increasingly important for you to be aware of your own educational background as well as how it has influenced you. Similarly, in this age of diversity, it is valuable for you to know something about the influences of your classmates' educational experiences. We will use this assignment to explore both of those things.

Essay Specifications:

- Length: 750 words
- MLA style format (see handouts; typed in 12-pt. font, double-spaced with standard 1" margins)
- Multi-paragraph essay; narrow your focus to a main focus/thesis that you can communicate through the stories you choose to tell us
- Vivid details make stories come to life; show us what happened through specific, concrete details. However, don't just tell stories or give details for no reason. Show us how and why these things illustrate your main focus/thesis ("so what?") described above
- Have an organizational plan; your ideas should be in a particular order for a reason; use transitions to guide the reader from one idea to the next
- Proofreading for style and convention: Be sure the essay is free from error and that the sentences are varied and stylistically pleasing
- Include a creative title (not "Educational Autobiography" – titles hint at the paper's main focus)

Research: No outside research is required.

Audience: Other members of the class and the professor. Think of this assignment as a way to help us get to know you better by learning how education has shaped you.

DUE:

Workshop essay (3 copies):

Essay for professor feedback:

Source: J. West

English 101 CCC/CXS

Professor De La Ysla

21. March.2014

The Shape of My Life

Experiences affect our lives and the people we become. In my life, many experiences have affected me and made me look at my values differently. The transition to high school is one of the major events in my life. These were the best years of my life and have shaped me into the person I have become. In my high school years I made short-term and long-term goals, lifelong friendships, and of these I have valued the lessons learned along the way.

As I walked across the wooden floor of Catonsville Middle School, graduating from the eighth grade of excitement and nervousness hung over my head. As I looked into the faces of my loved ones, family and friends, I knew I was crossing over into the beginning of adulthood. The three years of middle school went fast, and I heard good and bad information about this place they call high school. People said the high school years would be the best of my life. I would get a longer lunch period, meaning more social time. The rules were not as strict, more freedom in my eyes. With all the good, I did hear about the bad. I heard as freshmen the ridicule is worse because you are considered the baby of the school. *They said that* The upper classmen would knock my books on the ground and point and laugh as I hurried to pick them off the floor. Through the good and bad, I was still excited to start my new journey.

Jacob Novik

ENGL 101/102

4-Week Check-In

Fall, 2014

Course: Section #

Dear Students: I periodically check in with students about how the course is going. Please fill out this informal 4-week evaluation, the results of which I will share.

1. How are things going for you so far in this course? Explain.

I think things are going well because I feel very confident about my first essay.

2. How do you know that the professor cares about your progress in the course?

I know that the professor cares about my progress because she would be disappointed if I didn't progress.

3. What does the professor do that is helpful to your learning? What might she do more of?

The professor is clear in her explanation of the topics and there is not anything more she can do at this time I can think of.

4. Any other questions or concerns:

No

Thank you

7-Week Assessment – ENGLISH

How do you know that this instructor is specifically interested in you and your learning?

What do you like about the way the material in this course is presented?

What do you NOT like about the way the material in this course is presented?

What could this instructor do to make this course more specific and interesting?

What have you learned about your own reading and writing so far?

- **“Although I am satisfied with my writing group, I do believe we’d benefit from shuffling around a bit”**
- **“I am not a huge fan of *Angela’s Ashes*”**
- **“More time to write the essays”**
- **“Sometimes the reading gets a little heavy”**
- **“I don’t think that ‘brain drains’ are very helpful for me ... but may be for others”**
- **“Continue with the brain drain entries because they help to clear my mind before class starts”**
- **“Spreading the reading into shorter segments”**
- **“My favorite class this semester – great teaching”**
- **“I don’t believe it’s fair to have someone who ‘dabbles’ in a subject come in and tell the class a bunch of statistics and opinions about the subject ... instead of factual statements ...”**
- **“I truly believe this is the right class for me ... I really enjoy it and will promise to work harder in the future”**
- **“It’s nice to know I still know how to read and write (seriously)”**
- **The first days are the hardest days,**

Description: Family History (“I-Search”) Research Paper

Point Value: 200

Background:

This research paper will be based on issues related to the history of your family or ethnic/religious groups: e.g. immigration, cultural adaptation, socioeconomics, or human rights. The paper will familiarize you with techniques of note taking and documentation.

Texts: Refer to appropriate sections for MLA format, grammar and conventions; I Search handouts; other texts will vary

Research: You must utilize five (5) academically-credible sources, two (2) primary sources plus three (3) secondary sources. (Note: Wikipedia will **not** be considered a valid secondary source, unless you back up Wikipedia with two (2) additional reputable secondary sources.) For primary sources, at least one (1) source must be a personal interview with an individual who has first-hand experience or expertise about your topic, PLUS some combination of the following: a) oral histories or interviews from reliable online websites; b) visual media (photos, films, documentaries, properly cited); personal letter, journal or manuscript, or c) one additional personal interview.

Essay Specifications:

- 1,750-2000 words (approx. 7-8 pages), typed in 12-pt. font, double-spaced with standard 1” margins
- MLA style format (see handout and appropriate sections in handbook)
- Written in several parts on dates listed below – See attached detailed assignment sheet
- Style: This paper is written in first person (I), since you are the searcher. “Your language and style should belong to you ... Write the way that seems natural ... as long as you don’t write in English” (Macrorie, 64).
- Public readings: All students will share their papers with the entire class during the final week of classes.

Audience: Since your audience will be your instructor and other members of the class, you will need to include adequate background (research) to make your topic clear.

	Due	Points
Part 1 (Topic Approval & Rationale):	_____	15
Part 2 (Questions + Narrative)	_____	25
Working Bibliography (See attached sheet, Part 8):	_____	25
Part 3 (draft):	_____	25
Reading	_____	10
Parts 1 through 8 (Final paper)	_____	<u>100 (balance of points)</u>
Total Points:		<u>200</u>

[REDACTED]

Professor De La Ysla

ENGL 101 CCC/CXD

10 May, 2014

Racial Profiling of African Americans

Part I. Topic and Rationale

Racism is illegal in the United States of America, yet racial profiling happens all the time. I feel as though the media creates an image about people of color, as if the actions of one person represent all African Americans. Racial profiling results in the harassment of innocent people every day. Racial profiling follows me every day because I am African American. The topic racial profiling draws my attention because of a personal experience.

The first day of my senior year in high school there was a shooting that took place in the cafeteria. I was arrested that day because I was an African American man running from gun fire. I believe I was racially profiled, because of the situation the police thought immediately a person of color was there suspect. As I was cuffed and placed inside of the back of a cop car my friends and administrator watched. I was humiliated because I'm not a criminal, and this created a terrible image to my peers as well as the people watching the news that day. I spent six hours at the police station for no reason at all, other than the fact I was African American. After this incident had to deal excessive questioning from people at my school for at least month, people would walk up to me randomly and say "Hey aren't you that guy that got arrest on the first day of school." This incident could have easily ruined my reputation, the questions eventually stopped.

Through research and a few face to face interviews I plan to show that racial profiling presents a negative image of African Americans, and that not all people of color are ignorant criminals. I believe there are many African American's that have made great names for their selves such as Barack Obama, Oprah Winfrey, and many more. I have many questions about racial profiling. I wonder are there personal experiences that give people a bad image of African Americans, or is this just how they were raised. I feel as though because of certain incidents that have occurred over the years in some people eyes all African Americans are the same. I would like to show that you shouldn't judge someone by the color of their skin, but by the content of their character. I am against social profiling because it will always have a negative effect on how African Americans are perceived as a race.

Part II. What I Know, Assume and Imagine, and Want to Learn

- What do I already know or assume about this topic?

I know that racial profiling still exist in America, even though it is illegal. Racial profiling affects society in a negative way, and the world would be a better place without it. Racial profiling has been going on in America since the arrival of the first slave ship at Jamestown in 1619. I know that racial profiling is from years, and years of ignorant behavior. I assume people are raised to have certain views about other people. I believe these habits, and ways of thinking are passed down. I assume that the negative images, and pass situations give people a negative image of certain races. I feel as though if people were more opened minded, and less judgmental the world would be more peaceful.

- What do I want to learn?

Final Portfolio Guidelines - English 101

Your Final Portfolio is comprised of your *best* revisions of the essays assigned. Please obtain a pocket folder and clearly label it with your name, on the front cover.

- ✓ **Essay 1 (150) and Essay 2 (150)** - final, plus all previous drafts = **(300 pts.)**
- ✓ **Final Essay**, in four parts. This narrative should be approximately 750 words, typed, double spaced, using MLA format and carefully proofed and revised. **(150 pts.):**
 - Part 1 - Analyze your process as a writer, providing specific examples, and detailing how you revised and/or researched your essays. Make note of how you used comments from the professor, peers, and/or Writing Center Consultants. Comment on the Family History paper, too! Be sure to describe any challenges and obstacles that you faced (and hopefully, overcame) throughout the past 15 weeks.
 - Part 2 - In this section, you will also refer to our earlier discussions of mindsets, including the two letters that you wrote, at beginning of semester, and then again at midterm. How, if at all, did reflecting on your mindset and strategies affect your performance in this and/or your other classes?
 - Part 3 - Discuss the readings & Short Reader Analysis Papers in terms of how they deepened your understanding of key issues discussed in the chapters of *America Now* (e.g., Relationships, Names, Ethnic/Cultural Differences, Violence, Education, or the Prison System)?
 - Part 4 - Discuss the Reflection Log itself, including one selected entry that typifies your response to assigned readings (photocopy the page from your Log). Include a short commentary on the Log, in general.
- ✓ Blank Portfolio Rubric

Evaluation: The contents of this portfolio will comprise 450 points of your final grade for the course.

- ✓ Due: _____

Professor De La Ysla

English 101 CCC/ CXD

16.May.2014

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50 ✓
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Analytic Essay

Entering English 101 and English 052 I was not aware of the work load facing me. Being back in college after taking a semester off I was not prepared . As the semester began I tackled some really good organization skills which helped me stay focused .

Each essay given to the class throughout the semester required different components and different levels of thinking . The first essay was about an experience in life that had a great impact on you man on , I decided to write about graduation . As I started to write the paper I was excited thinking I did a good job. After receiving the paper back and seeing the blood red ink all over my paper I became discouraged. Revising and taking the professors feedback serious ^{ly,} I revised and turned it back in for better grade. The second essay of the semester gave me the most trouble . Trying to incorporate sources and opinions into one essay was a struggle. After much detailed research and much revision I finally received the grade I wanted. The third essay was an in class essay based on the story Zeitoun. This essay was the easiest because the story was interesting. It was based off a family that had suffered from hurricane Katrina. Overall the essays made me a better writer . The last paper is a I-Search paper, this paper was focused on an issue that really bothered us. I chose to write about the foster care system because ^{since I am} soon to become a mother myself ^{it} made me open my eyes to how other children are being raised. I am still in process of