This is a graded discussion: 10 points possible

due Feb 7

JULIA MCGURK (ESL 121B)

USA Discussion # 1
JULIA MCGURK (She/Her)

Jan 28 at 1:58pm

62 unread replies. 75 replies.

Discussion Assignment: Chapter 1, "Arrivals"
Assignment objective:

- Students will read chapter 1, "Arrivals" then post their own arrival story, or reply to a classmate's arrival story. I have posted my own arrival story as an example to help you understand the assignment.

Steps for Group A (last name A-R):

1. Read chapter 1, "Arrivals."
2. Reflect on the essays you read. Then think carefully about your arrival experience, either in the USA or in another country. Write 1-2 complete paragraphs to share your experience with the class.
3. To help you write the paragraph/s consider the following:
   o Who were you with? Who did you say goodbye to? Who did you meet upon arrival?
   o Where did you arrive? What time? What was the weather like?
   o What emotions did you experience when you left and/or arrived?
   o What did you learn from this experience? What advice to you have for others leaving their native countries?
4. Post your paragraph/s by Thursday, 2/4. Please check your grammar and spelling.

Steps for Group B (last name S-Z):

1. Read chapter 1, "Arrivals."
2. Reflect on the essays you read. Then think carefully about your arrival experience, either in the USA or in another country.
3. Review the posts from Group A and reply to **two posts**. Your replies need to be 2-3 sentences, and should include one or more of the following:
   o compare your experience with your classmate's
   o contrast your experience with your classmate's
   o ask your classmate a question to clarify something you did not understand in the post
   o describe something you admired about your classmate's experience
4. Post your replies by Sunday, 2/7. Please check your grammar and spelling.

Questions

If you have questions about using the discussion board, [learn how to post in the discussion board.](#)

You can also email me!

This is a graded discussion: 20 points possible

[Show Due Dates](#)

JOANNA JEN (Political Science 7)

Introduce Yourself Video Assignment Discussion

JOANNA JEN (She/Her)

Jan 14 at 3:31pm

130 unread replies. 135 replies.

Video Content Instructions

In a 1-2 minute video, present the following information to the class (instructions for recording the video below). This is supposed to be fun, so the class feels a little more personal and everyone can get to know each other right off the bat.

1. Tell us your name and/or what you'd like me and classmates to call you (if that's different from the name that appears on the roster).
2. Tell us your major or area of interest, or if you're undecided.
3. Tell us a hobby or a few hobbies that you enjoy outside of school
4. Tell us a fun fact about yourself. This can be anything. Be creative!

Video Recording Instructions.

[Here are instructions (Links to an external site.)](#) for how you will record your video in Canvas Studio within this discussion. (Or, instructions presented in a [video (Links to an external site.),](#) if you would prefer.)
After you record your video in Canvas Studio, please [add closed captions to your video (Links to an external site.)](#) to make it accessible to all viewers.

Grading

Pass/Fail: If you don't do it you get a zero, if you present the information asked for you get 20 points. Don't spend a lot of time on it.

If you feel awkward talking to your computer and imagining a bunch of strangers watching your video, I know exactly how you feel. 🙀 But it's kind of part of our pandemic reality.

MAUREEN O'HERIN (English 4)

Poem Presentations -- Upload your presentation + review others' presentations here
MAUREEN O'HERIN

Nov 16, 2020 at 2:50pm

90 unread replies. 91 replies.

Overview

Your presentation will be an overview of your assigned poem/poet. Think of yourself as a teacher, and you are explaining the poem to the class. You shouldn't get too deep into details. This is an "introduction" to the material. Your audience listening to your presentation just needs a clear and concise explanation that is memorable. (Save really detailed information for your research paper!) This should be a low-key, friendly, and accessible explanation of your poem and poet.

Here is a list of poems and presenters. If you haven't yet, please download it to your computer:

Assigned Poems fall 2020

Length

Your presentation should be approximately 10 minutes long. Please practice and time it before you record and post: Shorter than 10 minutes is fine as long as you cover all the requirements, but please do not exceed 10 minutes.

Attachment/link in addition to your audio/video

Your presentation **should include** an attachment of your poem as a Word Document or a link to a copy of the poem online. Students should be able to access, read, and take notes on the document as they listen to/view your presentation.

What you should cover in your presentation.

You will **read the poem aloud** as the class follows along. (Be sure to read it out loud before you record and check any pronunciations or sections that don't seem to read smoothly. See me during an office hour or send me an email if you have questions.)

After you read your poem, **provide an overview to help us understand your poem in a general way**. You should NOT read researched material out loud to us – save specific information for your research paper. Instead, provide us with an overall understanding of the poem by answering the following questions:

1. What is the general theme/idea of the poem?
2. What specific sections of the poem should we look at to best understand it? (It can be helpful to number the lines of the poem on your word document, so we can quickly see the line you are referring to.)
3. What elements of poetry are most important to identify in this poem? (Use terminology from the .)
4. What era was this poem written? Does a historical perspective apply to this poem?
5. What information about the poet would add to our understanding of the poem? (Don't give a long biography of the poet, just pick out the information about the poet that most applies to this poem.)
6. From what you know so far, is this poem similar or dissimilar to other poems the poet has written?

Special Requirements

1. You will need a device that has video/audio capabilities to record your presentation.
2. You may do your presentation as a slide show (with audio), or a video, or a combo. Look over the assignment directions below to see the requirements, and then decide which way will work best for you!
3. You can record right into the assignment page, using the Studio (Links to an external site.) tool in Canvas;
4. You can also record on a different device and then upload it. This can be a phone, iPad, etc. You will need to save the file that you record and then upload it to the Poem Presentation Assignment, using Studio (Links to an external site.).
5. Please let me know immediately if doing a recording will be an issue for you, and we can find a way for you to complete this assignment!

Watch this video to find out how to use Canvas Studio to record your Presentation:

Where/When/How will I Post My Presentation?

The presentations are **due Wednesday, December 2**, and will be posted HERE!

The following video shows you step-by-step how to upload your Presentation from Studio to this Discussion assignment:

Grading

Your presentation will be evaluated on how thoroughly you have examined and analyzed your poem, and how well you communicate that to your audience.

- Your presentation should show you have an understanding of the poem and all the information you provide. For example, avoid just reading researched information off cards or the screen for the whole presentation.
- Your presentation should demonstrate your knowledge and expertise by providing the class with a thoughtful, engaging "lesson" introducing your poem.

Here is the Grading Rubric I will use to score your presentation:

What you will do after you post your Presentation

Each of the Poetry Presentations should be posted here.

- Run a copy or download the list of assigned poems: **Assigned Poems fall 2020.**

- Each time you view a poem, take notes as described below
- Check the poem off your list of poems. Keep viewing poems and checking them off in this way.
- If you can't find one of the poems on the list, or if you can't open/view/hear a presentation, contact the presenter immediately, through the inbox, to let them know if there is a problem.

What to do for your Peer Review

Leave a comment

You will listen/watch each of the presentations and add **at least 2 comments** in the **Studio comment box.** Here are some suggestions on what to look for;

- Mark the time and comment on any specific spots in the presentation where the presenter does especially well in meeting any of the assignment and rubric requirements. **Grading Rubric for Poetry Presentation**
- Mark the time and comment on any specific spots in the presentation where the presenter provided you with an especially interesting piece of information or observation about the poem.
- What, if anything, was unclear to you in the presentation? Leave a question at the spot where you were confused.
- Ask questions: Mark the time and comment on any specific spots in the presentation where you were intrigued and would like to know more!

Take Notes

1. Each of the Poems/Poets assigned will have a question on the Poetry Exam that you will take on the date of your final. The questions on the exam will not cover anything outside of what is included in the student presentation.
2. Please be sure to pay attention as you view the presentations. It is a good idea to run off a copy of the presenter's poem and take notes on the document as you view the presentation.
3. It is important to space out your viewing of the Presentations, so you can absorb all the information and be ready for the Poetry Exam on our Finals Date!

What's Next?

Once you have viewed all the presentations, and you have checked all the poems on the list, you are done with this project, and you are prepared for the Unit Four Poetry final on these poems.

Thank you so much for teaching us about your poem!

Week 7 Discussion #1: Historical Perspectives on Fences

Sep 22, 2020 at 4:02pm

33 unread replies. 38 replies.

Objective

Students will apply and analyze the historical context of the play as it relates to specific scenes and to their own experience and knowledge.

Overview of the Assignment

In this discussion assignment, you will be analyzing some of the ways that the historical timeline of *Fences* provides us with perspective when viewing the characters.

You should have completed the [Week 7 Lesson #1: Historical Perspective on Fences](#) before you begin this discussion.

The questions in this prompt mirror the ones asked in the slides of the "Historical Perspective" PowerPoint lesson, so if you took notes during the lesson -- have those ready!

Fences: A historical perspective (Slide One)

- **1904.** Troy Maxson is born

His father was a sharecropper. What is a sharecropper?

What was life like for a sharecropper in the South?

How did the system of sharecropping entrap people? How could a person escape that life?
http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3590

Sharecropper's Shed

- **1918.** Troy Maxson, **age 14**, leaves the South for Pittsburgh.

What was your life like at 14? Can you imagine traveling by yourself and living independently at that age?

What does Troy tell us about himself when he leaves home to be on his own, about his life with his Sharecropper father?

How do you think his early life at "home" and his early independence and self-reliance shaped Troy?

FENCES: AN HISTORICAL PERSPECT

- **1938.** Troy, **age 34**, gets out of prison and becomes a baseball player. What opportunities were open to African-American baseball players at this time? What were the Negro leagues? Who were the outstanding players?

- How do you think the transition from prison to the Negro Leagues affected Troy?

- How does his experience with Negro League affects his attitude towards baseball & how he uses it as a metaphor?

An overview from the Negro Leagues Baseball Museum:
https://www.nlbemuseum.com/history/overview.html
 A look at the Pittsburgh team:
http://www.coe.ksu.edu/nlbemuseum/history/teams/pittcrawfords.html

(adapted from the Oregon Shakespeare Festival 2008 study guide
http://www.osfashland.org/_dwn/education/Study_Guide_Fences08.pdf)

CRAWFORDS of 1932
3-18-32

• **1957:** This is the year that the play, *Fences*, begins.

What were the social, economic, political and educational expectations and opportunities for African Americans at this time?

What advances had been made in civil rights? What changes in civil rights were still to come?

What significant changes will occur during the years between 1957 and 1965?

Here are some key references to the times:

- Little Rock Crisis: https://www.blackpast.org/african-american-history/little-rock-crisis-1957-2/
- Southern Cristian Leadership Conference: https://www.blackpast.org/african-american-history/southern-christian-leadership-conference-1957/
- Redlining: https://www.blackpast.org/african-american-history/redlining-1937/
- Images of the civil rights movement: http://www.crmvet.org/images/imgyoung.htm
- Images of "the children's crusade of the civil rights movement: http://www.crmvet.org/images/imgbham.htm
- Black Facts 1957

- Do these historical events have any impact on the characters in the play?
- What do you think Troy's attitude to some of these events would be if he were talking to Bono about them?
- Why do you think Wilson avoids commenting specifically on these events in the play?

Troy's children: An historical perspective

Cory and Raynell

• **1965**. The play ends.

• **1954-1975.** The Vietnam War

https://www.britannica.com/event/Vietnam-War

Consider the historical perspective for Cory.

- How long does Cory want to stay in the Military? What does Lyons suggest to Cory about the military in the last scene of the play?
- Do you imagine Cory will be unscathed by the War? Or will he have historical "baggage" just like Troy?
- Do you know any Vietnam War Vets? What do you know about the period after the war? Do you think America will have more opportunities for Cory and other African Americans after the Vietnam War, than it had for Troy?

Consider the historical perspective for Raynell.

Raynell is born in 1958: She is probably the age of some elder that you have in your life.

- Think of a parent, aunt, uncle, grandparent, etc. that you know who is around 62-65 years old.
- What historical events did they see in their lifetime?
- Do you think she will have more opportunities than Cory, Lyons, or Troy?

Prompt for your Post

Directions:

1. IMPORTANT: You must Post before you will be able to see other students' posts.
2. You are assigned to ONE of the following "Historical era" slides based on the first letter of your LAST name. You will not receive credit for the Discussion Board if you respond to a Historical era slide that is not assigned to you)-: You can, of course, respond to additional slides if you would like!
3. When you click on the link that has the first letter of your last name, the slide you will be responding to will open. Here are your assignments:
    - If your Last name begins with A-J click here
    - If your Last name begins with K-M click here
    - If your Last name begins with O-S click here
    - If your Last name begins with T-Z click here

In your Post:

Answer the questions on your slide. You don't have to answer them in order, but you should respond to all of the questions at some point in your post.

You should use the information from the links in your slide to support and illustrate your responses to the questions, as well as specific references to sections of the play **(be sure to include page number references!)**

Your post should be at LEAST 300 words long. (Longer is great! Shorter is not okay.)

Reply

Reply to the person who comes right before you on the discussion board. (If you are the very first person to post, you can add a reply to the person who comes after you.)

Read the student's post. It may be on the same slide as you, or it may be different -- Doesn't matter! Reply and answer these questions:

- What did you like most about the student's post?
- What was similar to your post?
- What was different?

The reply only needs to be 200 words long. (Longer is great! Shorter is not okay.)

Grading

You will be graded on how well your posts meet the grading rubric for this assignment. To view the rubric, click the options icon (3 vertical dots) above, and choose Show Rubric.

Announcements

Chosen Language Padlet - Join Us in Discussion 1
KAREN OEH (Anthropology 4)

All Sections

Jan 30 at 7:19pm

Padlet is an interactive tool where you can add your Name, Language, Country, and Example from Discussion 1. Please click into it and read what everyone is doing. Join Us! It's a great visual sample of all the languages we are sharing this semester.

I have already started it.

Article: Kroeber Hall, honoring anthropologist who symbolizes exclusion, is unnamed
KAREN OEH

All Sections

Jan 28 at 3:11pm

No unread replies. 5 replies.

Article: Kroeber Hall, honoring anthropologist who symbolizes exclusion, is unnamed (Links to an external site.)

UC Berkeley's Kroeber Hall today became the fourth building on campus to be stripped of its name in a year's time. The decision by Berkeley officials capped a formal review process and was made, in large part, because the building's namesake — Alfred Louis Kroeber, born in 1876 and the founder of the study of anthropology in the American West — is a powerful symbol that continues to evoke exclusion and erasure for Native Americans.

- removing Kroeber's name would "help Berkeley recognize a challenging part of our history, while better supporting the diversity of today's academic community."

- today's announcement "may seem like just political correctness, just a gesture, but it is a big gesture, because, for so long, names like Kroeber were untouchable. He signified a particular version of history, and if Berkeley is willing to make room for other histories, different experiences, to be brought into the fold, this will allow societal change to happen."

- a "first step" that Berkeley must take to acknowledge that "influential scholars, such as Kroeber, participated in the dehumanization of Native Americans."

What do you think? Please add a reply so we can share dialogue and feedback.

Fun Article on Slang - What words to you use?
KAREN OEH

All Sections

Jan 30 at 10:29am

No unread replies. 3 replies.

This article is a fun read: **Vintage Slang Is On The Rise, And It's Hella Cool (Links to an external site.)**
With texting and quick comments like IDK, OMG, LMAO our language is changing. Social dynamics have also changed from the boom in technology. Back in 1992, Cultural & Applied Anthropologists / Professors from San Jose State University (my professor: Jan English-Lueck) conducted research called the Silicon Valley Cultures Project (Links to an external site.). Their research question: *How has Silicon Valley changed in the last fifteen years? How have new technologies, forms of work, and forms of self-management and presentation altered the experience of living in Silicon Valley?*

As a student in Jan's class, I was able to learn some of the results right before I graduated. It really amazed me. They were learning how family dynamics were changing. No longer were families sitting together at the dinner table, talking, and sharing stories of their day. Instead, kids were upstairs in their rooms, parents were downstairs watching TV. A parent did not go upstairs to knock on the door; instead the preferred method of communication was to call on the phone or email: "Come down for dinner." The values of family togetherness were changing. Communication was via email, phone calls, pagers, etc. Now, in the year 2021, we have evolved even more as patterns of behavior have changed due to technology, convenience, and a fast-paced lifestyle. We are no longer even forming full sentences when we can quickly use short-hand, emojis, and icons (like hamburgers). Wow, what would a person from another culture think when you say, "just click on the hamburger in the upper right hand corner."

What did you experience growing up? Have your forms of communication changed at all?

In response to this article referring to slang words. I found it fun to reflect on the words that I still say. Being a high schooler in the 1980s, the Valley Girl trend was popular. Here are words I still use: No Way! For Sure! Hella Cool! Right On! Rad! Good to Go! Hit Me Up! Whatever! Hang Tight!

What slang words do you use? Do you use them online/texting or only through verbal communication?

Let's Share!

Week 1 Focused Lesson Wrap-Up

Ashley McHale (Math 40)

Hello. I hope you have had a productive first week!

At the end of every week, you will complete one of these assignments. Their purpose is to help keep us connected as well as to keep you motivated. I want you to think about your thinking - this **metacognition** is vital to learning!

Please click on Submit Assignment and then in the text box, please answer the following questions:

1. Provide a summary in your words of what you learned this week. Regarding the lessons, this can come from the summary you create as you review your focused notes.
2. What learning challenges, if any, did you encounter while working towards meeting this week's goals? How do you plan to over come those challenges, if any, for the coming week? Or, what concepts are you still confused or unsure about?
3. What questions do you still have and how will you try to answer them?
4. What feedback do you have for me regarding the class?

For Questions 2, 3, 4, if you don't have anything for the week, you can tell me that. **But to get full credit for those three questions, you need to "ATTACH" your scanned Focused Notes for the week in the COMMENTS section of the assignment.**

Clarification:

There are 4 questions to answer.

Question 1 should always have an answer. Reflect on your learning this week and provide a summary. If you're using the Focused Notes learning structure, this can be the same as your notes summaries for each lesson.

Question 2: Learning Challenges this week. If you had no learning challenges, great! State that.
Question 3: Remaining Questions. This may be the same or similar to #2's confusing concepts, but focus those concepts into concise questions. If you have no remaining questions, great! State that.
Question 4: Feedback: How is it going so far? What suggestions do you have for me? What's working? if you have no feedback for me, that's okay (but I'd really like feedback)! State that.

For Questions 2, 3, and 4: If you answered one or more with "none", I want you to provide me with your Focused Notes for the week - whatever you have completed. Create a PDF of your notes and ATTACH it

in the comments - sorry, there's no upload for this assignment. You should see a comments section, and you will just attach the file there.

The Weekly Wrap-up opens on Mondays, and is due on Fridays. It will be available until the following Friday, 1 week after its due date, and then it will no longer be available. This is the only assignment I have set that will "go away" after a set amount of time. All the other assignments will be accessible for completion throughout the semester.

Kathleen King (English 4)

Steps for Peer Review

Step 1: Finish Drafting!

1. For the first part of this week, finish your first full draft of your digital essay by Thursday.
   - Reminder: you can check out **a basic Sutori model** to help visualize the organization.
   - Apply what you learned from checking out strong sections of peers' working drafts in the **Focusing Revisions** assignment last week.
   - You may wish to check out more models for inspiration:
     - **Health Care Digital Essay**
     - **Race Digital Essay**
     - **Climate Change Digital Essay**
     - **Covid Digital Essay**
   - Check the rubric (below assignment) to make sure you've met all the requirements.

Step 2: Submit your URL for Peer Review

(5 points)

1. Click submit assignment and copy and paste the URL of your Sutori page here **by Thursday 4/29 at 11:59 PM** to participate in a peer review. The peer review process will provide you an opportunity to get and give valuable feedback on these projects before they are submitted for a final grade.
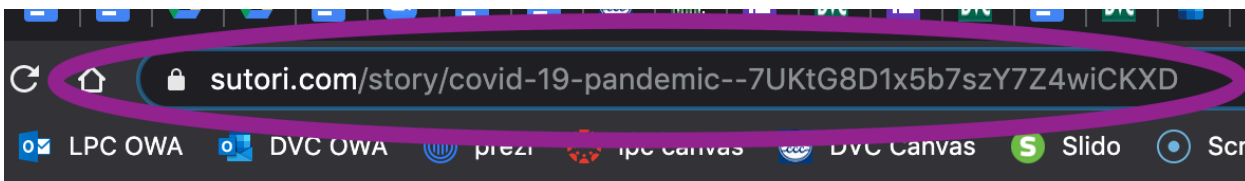
Step 3: Provide Feedback to 2 Peers

(10 points)

1. You will be automatically assigned 2 peers to review on Friday 4/30 at 1:00 AM.
    1. (Note: Only those who have submitted their own URL will be assigned peers to review. Email me if you need help!)
2. By **Sunday, 11/15 at 11:59 PM**, please give your 2 peers feedback on their digital essays:
    1. Use the rubric to give targeted feedback.
    2. Also, write a couple of sentences with suggestions in the comments box about what looks really good - and what can be improved before the final draft.
    3. Your peer reviews are not anonymous! Remember to be polite, even when providing constructive feedback, by following our **course netiquette policy**.

Tech Help!

Never done a peer review on Canvas before? Check out these guides - with screenshots! - that walk you through finding your peer reviews and using rubrics and assignment comments to give feedback.

- **How do I know if I have a peer review to complete?**
- **How do I complete a peer review?**

Next week, you will have time to make revisions based on your peer feedback before submitting your final essay draft for assessment!

Rubric:

Sutori Page 1A							
Criteria	**Ratings**						
Introduction introduction to the topic (COVID-19, race, climate change, OR health care) that explains the way <your choice topic> has become polarized in social media	Excellent	Good	Basic	Developing	Needs improvement		No Marks
Section 1: Conservative Perspectives specific examples of how the arguments show up in conservative media sources. Includes links to one or more social media posts (Twitter, Facebook, Reddit, Facebook, Etc), memes, video clips, or right-leaning news articles, and includes analysis of any bias	Excellent	Great	Good	Basic	Developing	Needs improvement	No Marks
Section 2: Liberal Perspectives specific examples of how the arguments show up in liberal media sources. Includes links to one or more social media posts (Twitter, Facebook, Reddit, Facebook, Etc), memes, video clips, or left-leaning news articles, and analysis of bias	Excellent	Great	Good	Basic	Developing	Needs improvement	No Marks

Criteria						
Section 3: The Problem with Echo Chambers and Filter Bubbles Explain what these terms echo chambers and filter bubbles and the problem with people only encountering biased news that reinforces people's own beliefs	Excellent	Good	Basic	Developing	Needs improvement	No Marks
Section 4: Neutral Sources more in-depth research on the topic of your choice from neutral sources. These could be unbiased news sources from the open web or the Library Databases. Includes analysis of what this source shows about your topic.	Excellent	Great	Good	Basic	Developing	Needs improvement	No Marks
Conclusion: Call-to-action call-to-action/shares what should we really know about your topic	Excellent	Good	Basic	Developing	Needs improvement	No Marks
Design Thinking includes interactive elements like forum, did you know? quiz, etc.	Excellent	Good	Basic	Developing	Needs improvement	No Marks
Grammar and Style -checked for grammar errors -writing style and sentence complexity	Excellent	Good	Basic	Developing	Needs improvement	No Marks

English 4 example of a blog of a student using Hypothesis to read the syllabus.

Katie Eagan

Left panel (page 7 of 29):

knew it. She was an American woman, raised in the Protestant mistrust of the senses and in the detestation of sexual desire as the root of evil. As a result, the hidden act came for her to be equivalent to the hidden and true self, once her nature awakened in the open surroundings of Creole Louisiana. The new century was to provide just such an awakening for countless American women, and *The Awakening* spoke of painful times ahead on the road to fulfillment.

Kate Chopin sympathized with Edna, but she did not pity her. She rendered her story with a detachment akin to Flaubert's. At one point Edna's doctor says, "Youth is given up to illusions. It seems to be a provision of Nature; a decoy to secure mothers for the race. And Nature takes no account of moral consequences, of arbitrary condi¬ tions which we create, and which we feel obliged to maintain at any cost." These appear to be the author's sentiments. Edna Pontellier is trapped between her illusions and the conditions which society arbitrarily establishes to maintain itself and she is made to pay. Whether girls should be educated free of illusions, if possible, whether society should change the conditions it imposes on women, or whether both are needed, the author does not say; the novel is about what happened to Edna Pontellier. * * *

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English 4 students here are reading and annotating some critical articles about Kate Chopin's 1899 novel The Awakening. The articles are debating whether the novel is successful—the main character, Edna, has been seen by readers closer to our time as a feminist heroine, but many 19th century readers saw her as selfish and immoral. It's a good novel to read for a critical thinking class because sometimes present-day readers are not sure how to deal with Edna, either! The first student replies to one article's argument that the character is "trapped between her illusions" and society's limitations on women. The student wonders if the writer means that Edna has illusions that she can be independent of her husband. The second student shares how she feels independent even though she is a mother and is not financially independent. She thinks of herself as independently choosing that life, as Edna did, and thinks that Edna commits suicide in the end because of her "overly idealistic fantasy."

Right panel (English LPC 4 Sec DE1):

(edited) Nov 16, 2020

Whether girls should be educated free of illusions

Ziff said free of illusions. I wonder if it means that illusions of being not independent? How should the girls be educated if society's expectations of woman haven't changed?

Hide replies (2)

CATHERINE EAGAN — Nov 18, 2020

Yes, good question. If one illusion is that a woman can be completely fulfilled by love for husband and children, it would have been unacceptable at that time to educated women about the realities of what marriage was (loss of financial independence, inability to pursue own goals, etc.), and it's hard to imagine what that would have even looked like. Chopin doesn't go there, but we can draw our own conclusions.

Nov 19, 2020

Dreaming about the future and planning for the future are two different things. I think excessive illusion is independent. Your illusion may being an good mom (One of my daughter's preschool friend's dream is being a good father of 12 kids), a teacher, and singer etc. However, when you dream to be then you need to plan how to be. For example, myself. I'm a housewife after having baby. Although I loss financial independence, I feel I'm independence because I enjoy to be a mother, a wife, and also a student. When Obama suggested "mother goes back to school", I went back to school and have learned what I like for years, and my whole family supports me. I won't be Edna because the life I have is what I independently choose.

Therefor, I think Chopin argues that woman should be able to choose her own life as she wish and effort to achieve. However, Edna's end of self-destruction because her overly idealistic fantasy. She dreams to find a new lover and the social community can accept it. When her illusions broken, she chose death, although she is financially viable enough to survive. Therefor, I think Edna is just partly awakening.

Left panel (page 4 of 7):

was possible.

Incorrect use of semi-colon:

It Is also stated in the text that Ismael had already hid a gun at the minister's desk, which would suggest murder of the minister rather than Ismael intending on taking his own life; though it is unclear whether or not at the end of the text he actually killed the minister or if this is again murderous ideation.

Accidental run-on with attributive tag:

She opens the story immediately with the shot and the death, "Bang. One more person dead in the city" (7).

Incorrect parenthetical citations, tagging, spacing, punctuation, use of block quotes:

Was this friend the one that was preventing Ismael from being "able to tell what he knew, forced to be silent" (7)?

For example, Valenzuela states, "Ismail in the cradle crying because his diapers are dirty and nobody is changing him."

The story takes us back to a childhood which would breed resentment and built-up feelings of oppression . " Ismael in the cradle crying because his diapers are dirty and nobody is changing him...Ismael is the ministry without being able to tell what he knew, forced to be silent" Valenzuela, 1967.

Moreover, it also avoids the monotony of narrative structure. For example,

Without saying a word. Bang. Dead. (4)

Right panel (English LPC 4 Sec DE1):

Hide replies (2)

CATHERINE EAGAN — Sep 30, 2020

Look at this one again--if there's no question mark in the original quote, this is actually fine.

Oct 1, 2020

Ok, understood. Thanks!

Sep 30, 2020

Was this friend the one that was preventing Ismael from being "able to tell what he knew, forced to be silent" (7)?

The citation in the parenthesis is incorrect and needs to credit the author.

Was this friend the one that was preventing Ismael from being "able to tell what he knew, forced to be silent"(Valenzuela 7).

Revision Resource: Grammarly

Hide replies (3)

CATHERINE EAGAN — Sep 30, 2020

See my response to ███--question mark is fine. Your addition of author name great, but one more correction needs to be made.

Oct 5, 2020

Was this friend the one that was preventing Ismael from being "able to tell what he knew, forced to be silent?"(Valenzuela 7).

If the quote ends in a question mark, preserve these inside the quote.

CATHERINE EAGAN — Oct 12, 2020

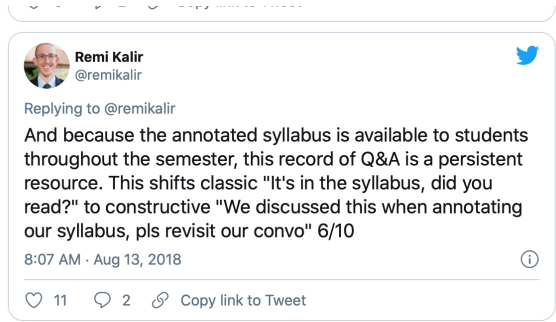Yes, good! Just add a space after the close parenthesis.

Remi Kalir
@remikalir

Replying to @remikalir

And because the annotated syllabus is available to students throughout the semester, this record of Q&A is a persistent resource. This shifts classic "It's in the syllabus, did you read?" to constructive "We discussed this when annotating our syllabus, pls revisit our convo" 6/10

8:07 AM · Aug 13, 2018

♡ 11   ♡ 2   ⦿ Copy link to Tweet

I have not had my students annotate my syllabus, but I'm definitely going to do it this summer! Other LPC instructors have used Hypothesis to do this with great success. I like what Remi Kalir says here in his blog, that it shifts the "it's in the syllabus" guilt trip to greater engagement with and student collaboration over figuring out the meaning of the syllabus.

As these tweets circulated, I received a question about the types of annotations students typically add to a syllabus. Here's an incomplete list:

- *Clarifying questions* – students ask about assignments, course policies, and my opinions on certain ideas or circumstances
- *Opinions of readings* – students react to familiar readings, express interest in certain topics, suggest alternative readings, or help to complete a syllabus audit (i.e. noting whose voices and research are excluded and/or included/represented in our readings)
- *Reactions to assignments* – students provide initial reactions to major course activities, inquire about (confusing or important) details, and share feedback for inevitable tweaks
- *Appreciation for policies* – my syllabi include various policies, some that I've developed myself over time and others that are required by my school or university, and annotation is a great way to discuss how these policies are actually practiced
- *Peer-to-peer advice* – over the course of the semester, students' annotation becomes a means of peer communication, and annotating the syllabus is a great way for students to commiserate and strategize (this contributes to establishing social norms)
- *Strategies for newcomers to my courses & web annotation* – any students taking a course with me for a second or third time will use the annotated syllabus to share strategies with newcomers, including practical/technical strategies for using OWA as well as for learning in my courses