PROJECT 2: Represented(?) A Researched Argument

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ENG 200: Comp II
Words Create Us
Spring 2016

Project Overview

Now that you have looked at the role that words play in your own life and sense of self and the ways others’ choices of words can define you, it’s time to get academic. This phenomenon is not just happening to you; everywhere (in a variety of contexts and media) language, signs, symbols, and (visual and spatial) rhetoric are being used to represent and therefore define others. We will read together about how museums do this for whole groups and communities of people, and then we will investigate how this has happened right here on the island at our own museums, cultural/heritage sites, and tourist attractions.

You will choose either one of the examples or visits we do or another instance of representation and make an argument about the reality that it creates about the people, culture, and/or events it purports to represent. You will conduct research (yes, real college-like library, database, and internet research) in order to understand the multiple ways one can compare that research with your museum or artifact example, synthesize all these sources and make a coherent, original argument about the “reality” your example creates through its use of language, signs, and rhetoric.

You will push yourself to answer: what is this example doing, how is it doing that, and finally, why does that matter? You will better understand how to conduct college-level research; you will better understand how to meaningfully incorporate and then cite that research in order to make your own argument; and you will better understand how powerful language can really be in defining others and “reality.”

Writing a Rhetorical Researched Argument

For this second project we going full academic, and we are going hard. This unit will give you the practice you need to really nail the academic papers you will be asked to write in your upper-level WI courses at UHWO. Since this is ENG 200, this academic paper will have two major steps (each of which we will carefully and slowly scaffold along the way, of course).

• STEP 1: Visit, research, and analyze
• STEP 2: Create and communicate an argument

Logistics

• The final draft you hand in to me should be your fourth draft. (the first you will peer workshop, the second you will conference with me about, the third you will work on grammar and editing, the brilliant fourth one you will hand in)
• Page length: 8-10 pages double-spaced
• Full and formal MLA page, formatting, and citation practices

Grade Breakdown

This project is 20% of your overall course grade (200 total points)

• Final Written Text: 70% (140 pts.)
• Process: 30% (30 pts.)
**STEP 1: Visit, Research, and Analyze**

1. First, you will need to **visit AT LEAST TWO “sites of representation” on island:**
   - We’ll compile a giant list of possibilities together in class and we may even try to visit one all together as a class. Regardless, you need to visit TWO.
   - During these visits, keep Hall’s readings, theories, and key terms/concepts in mind. Think critically. Be ready to geek out, to analyze, to question, and to critique. You’ll need to give yourself plenty of time in the space to really let it soak in.
   - You’ll need to sit, read, walk, re-read, take photos to document, write some notes, walk, and then re-read again. These visits will be the primary research you use for your paper, so use the time wisely.

2. Next, you’ll need to find alternative **research** for whatever group of people, culture, cultural idea, or historical event your site claims to represent.
   - The library staff will be helping us better understand how to best utilize academic databases and sources, but what you’ll need is to find other people talking about this group of people, culture, cultural idea, or historical event.

3. Then, you’ll need to place these two sets of information and data next to each other and **analyze** them.
   - What do you think about your site’s representations compared to the research information you found? Is the site’s representation “honest,” “accurate,” “ethical,” “moral,” “inclusive,” “biased,” “offensive,” “cheesy pandering,” “complicated and nuanced,” and/or “one-sided and limited?”

**STEP 2: Create and Communicate an Argument**

1. In this step, you’ll take your analysis answers from above and **create** an argument you want to make.
   - What do you want your paper to argue; how does your “site of representation” represent your chosen group of people, culture, cultural idea, or historical event?
   - In other words, what is your thesis? What evidence will you need to make this argument? What will be the most effective way to organize the argument?

2.Lastly, of course, you have to **communicate** all this in an amazingly articulate (and MLA formatted and cited) piece of writing.
   - You’ll need an **introduction** that, well, introduces us to the topic of representation, your specific example, and your thesis/argument about your site of representation
   - Then you’ll need a WHAT section. Here you tell us WHAT group of

**Writing Process**

- **Week 1:** Introduction of assignment and invention activities
- **Week 2:** Site visits and exploration of research process
- **Week 3:** Site visits and creating a thesis/argument
- **Week 4:** Drafting the intro, thesis, and WHAT sections, Workshop #1
- **Week 5:** Drafting the HOW sections, conference with me
- **Week 6:** Drafting the WHY and conclusion sections, Workshop #3

**Why This Paper?**

It’s not enough to move through college being able to analyze things. Seeing the world and its rhetoric critically (as you likely did in ENG 100) is an important and empowering skill, but you have to be able to take the next step and DO something with that analysis.

This paper asks you to analyze the world around you and THEN make an informed and researched argument using that analysis. That is some next level skill. This is level that will be expected of you in upper level classes. It’s not an easy task, but it has some simple steps you can follow. This paper will model those critical thinking and composing steps so that when you move on beyond ENG 200 you’ll be ready to create meaningful and researched written arguments.

Oh, and you’ll be able to read and argue about the world around you.
people, culture, cultural idea, or historical event you’ll be talking about in this paper. You’ll likely want some research here.

• Then you’ll need a HOW section. Here is where you tell us HOW you think your site of representation represented its chosen group of people, culture, cultural idea, or historical event. You’ll need specific examples here from your visits. Quotes or pictures or descriptions that help back up your claims.

• Next, you’ll need a WHY section. Here is where you tell us WHY all of this matters. Why is representation of a group of people, culture, cultural idea, or historical event at a site a big deal? What are the ideological and hegemonic messages being sent? What about the power dynamic it creates (the people it silences/marginalizes and the people it valorizes/empowers)? What version of “reality” does it create and why does that matter to the visitor and/or the group of people, culture, cultural idea, or historical event being represented?

• Finally, you’ll need a conclusion that, well, concludes the paper, sums up the major argument and each step made to prove it and leaves the reader pondering the WHY questions.
Representation SECOND EDITION
Cultural Representations and Signifying Practices

Stuart Hall
Jessica Evans - The Open University
Sean Nixon - University of Essex

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Since 1997 **Representation** has been the key go-to textbook for students learning the tools to question and critically analyze institutional and media texts and images. This long-awaited **Second Edition**:  

- update and refreshes the approach to theories of representation by signalling key developments in the field
- addresses the emergence of new technologies and formats of representation, from the internet and the digital revolution to reality TV
- includes an entirely new chapter on celebrity culture and personalisation, to debates about representation and democracy, and involve illustrations of an intertextual nature, cutting across various technologies and formats in which 'the real' or the authentic makes an appearance
- offers new exercises, new readings, new images and examples for a new generation of students

This book will once again prove an indispensible resource for students and teachers in cultural and media studies.

**Table Of Contents:**

Stuart Hall

THE WORK OF REPRESENTATION
Project 2
Potential “Sites of Representation”

Where (on island) can we visit that represents a group of people, a culture, a cultural idea, or a historical event?

- Washington Place
- Royal Mausoleum
- [http://www.jhchawaii.net](http://www.jhchawaii.net)
- [http://shangrilahawaii.org](http://shangrilahawaii.org)
- Valley of the Temples; Byodo temple
- Kukaniloko Birth Site
- Wahiawa Botanical Garden
- Rabbit “Island”
- Water Park
- Sky bar
- Turtle Bay
- Polynesian Cultural Center; Ha show
- Dole Cannery
- Aquarium
- Pearl Harbor
- Waikiki
- Waimea Valley and botanical gardens
- ABC Store
- USS Arizona Memorial
- Hanauma Bay
- Nature and Wildlife tours
- Pacific Aviation Museum Pearl Harbor
- Ala Moana
- [Palehua-](http://www.palehua.com)
- Haleiwa
- Sea Life Park
- Iolani Palace
- Honolulu Zoo
- Honolulu Art Museum
- Lanikai Beach
- Trolley Ride at Waikiki or Trolley Ride in general
- Na mea kupono ( loi by paalakai bakery)
- Swap Meet or Farmers Market
- Haiku stairs
- Pupukea Pillbox hike
- Punchbowl; National Memorial Cemetery of the Pacific
- Waimano Falls
- Banzai Pipeline / Ehukai Beach
- Aulani
- Teahouse
- Shave ice (local vs tourist)
- Manoa Falls Trail
- Diamond head
- Waikele
- Lyon Arboretum
- Pali lookout/Nu‘uanu Pali
- Hawai‘i Plantation Village
- Kualoa Ranch Tours
- Ka‘ala Farms or Ma‘o Farms
- Zippy’s
- Bishop Museum/Planetarium
- Coconut Island
- Laniakea Beach (Turtle Beach)
Project 2: Representation 
Journal Prompts 

Journal 1 

Let’s keep on practicing some college reading techniques with this new Chapter 3 reading. 

This book is broken down really nicely in sections with quick summaries at the end. One way to read these difficult texts is to try and pull out the main point from each major section, keep those compiled notes, and compare your notes to the summary at the end. 

For this journal, share with us: 

- The central theme/concept/idea from section 1 (the introduction) 
- The central theme/concept/idea from section 2.2 (museum and Reading A) 
- The central theme/concept/idea from section 2.3 (ethnographic museum) 
- The central theme/concept/idea from section 2.4 (objects and meanings and Reading B) 
- The central theme/concept/idea from section 2.5 (the use of text) 
- The central theme/concept/idea from section 2.6 (questions of context) 
- Now look at the summary in 2.7. Is there any part of that paragraph that you don’t understand or are confused by? Let us know! 

Journal 2 

This next section of Chapter 3 gives us one giant extended example of how to read these kinds of spaces and exhibits. Remember, first we “read” these sites (Level One, closer to semiotics and poetics, the HOW section of your paper), and second we will attempt to understand the power and politics of these sites (Level Two, closer to discursive power, ideological structures, the WHY section of your paper). 

This section provides a pretty nice example of how to conduct a Level One analysis: HOW is this site or exhibit or space representing. It’s like getting to watch someone else take her turn first. Read the chapter closely, watch and learn from her, and the figure out what we can steal?
Use the analysis from the chapter and the author’s approaches and make a list of 8-10 strategies we can copy and steal with our own site visits. What should we take notes about? Photograph? Question? Pay attention to? Make sure we notice and ask about? Try to avoid?.......

_________________________________________________________
Sites of Representation

Visiting Your Selected Sites

Project 2: ENG 200

Before Your Visit:

RESEARCH

- Site’s website
- Reviews (from public and specialists)
- Press releases
- Museum or curator statements of intent (like museum process memos)
- Scholarly analysis/opinions

What to Bring:

Paper
Pen
Sunscreen/hat
Camera
Money
Comfortable clothes and shoes

What to Notice:

Artifacts

1. Materials used
2. Display:
   a. Open case
   b. Glass case
   c. Reconstructions
   d. Simulacra
3. Text
   a. “Native” language
   b. Panels
   c. Labels
   d. Captions
   e. Signs/Banners
   f. Size and placement and font
   g. Title?
   h. Tone, word choice, sentence structure
4. Photos
   a. Overall placements and exhibit connections
   b. Black and white/color
   c. Subject matter, focus
   d. Use of a photo as opposed to a recreation
   e. Size/proportion
   f. Used as “proof?”
5. Video/slideshow
   a. Music
   b. Actors? real footage?
   c. Where? placement?

Tour Guides/Greeters
1. Who? Greeting? Goodbye?
2. Who do they “represent?”
3. What they say? Wear?
4. What they emphasize?
5. Props? Gifts? Tokens?

Sounds
1. Music
2. Soundtrack
3. Spoken Voices of those represented

Activities
1. Group activities as authentic representations?
2. Hands on activities as kid-friendly options?

Food/Gift Shop
1. Cafeteria food as “authentic?”
2. Gift Shop? “Handmade/local crafts”

Organization

1. Displays
2. Walking paths and user movements through space
3. Layout space of overall museum and specific exhibit

Questions to Ask Yourself:

- What was your “feeling” in the space? How did you understand the feelings of other visitors?
- Who is the audience for this exhibit and what is its purpose?
- Naturalization? Reality? Authentic?
- Denotation (what it is, definition)? Connotation (represents, cultural baggage)?
- Presence? Presentation? Representation?
- Poetics of representation (how?) Politics of representation (why?)
Project 2: Representation

Journal Prompts

Journal 3

Well this is happening: A group trip to the Polynesian Cultural Center. Like any good analysis project, the first step toward understanding what is happening here is to RESEARCH!

FIRST

- Head to the website (http://www.polynesia.com/) and spend at least 40 minutes browsing around watching videos, clicking links, reading descriptions and context. The “Learn more about PCC” section at the bottom is VERY insightful

SECOND:

- Google the Center and read TWO other sources (news articles, reviews, blog analyses, etc.). Make sure you look beyond just the first and second search pages. Share what you learned with us here.

THIRD:

- Using Google Scholar or the UHWO library as best you can, find ONE scholarly source that talks about PCC. Share what you learned with us here.

Journal 4

This is the last major section of the textbook we are reading for this paper. So please do take some time to understand what is happening there.

So far we have looked at the first step/level necessary for meaningful analysis (and this paper): WHAT is happening and HOW is it doing that? The authors gave us a bunch of language and an extended example of how to break down museum and cultural site representations. We made a “site visit” checklist that compiled all these tips, and then many of us practiced this at the Bishop over the weekend.
This next section of the text will get us to the second step/level: WHY any of this matters or what power, effect, impact any of these representations have on the people whom they “represent” and on the people who visit.

For this last section, let’s practice another reading technique you can take with you: Summarize, Apply, Question.

- **SUMMARIZE**: First provide a thorough summary of the chapter’s content. A nice full paragraph with all the main ideas from each section in your own words with a few choice quotes thrown in
- **APPLY**: Second, apply these ideas to an example of your choosing. Maybe the Bishop, maybe another site you visited or are thinking of visiting. In what ways do you see politics and power coming into play in the representations at these sites?
- **QUESTION**: Lastly, what don’t you quite understand from the chapter or your practice of applying its ideas? What ideas/theories/terms/words/concepts do you want to ensure we chat about together as a class before you have to write your own paper?
PROJECT 2: REPRESENTation

ENG 200: Szymanski

RESEARCH and ANALYSIS PROCESS

LEVEL 1: WHAT is happening here/WHAT is being represented?

- Understand the site: What culture/people/event does it claim to “represent;” who created/built/paid for the site and why; who is the audience and what is the stated purpose of the site; what are other’s reviews and critiques of the site; what has been said in popular and academic “publications” about it?

LEVEL 2: HOW has the site created its version of representation?

- Break down the site with examples: consider what is included (and thus excluded) in text, visuals, displays, audio, video, etc.; how the elements have been interpreted in the displays; and what meaning is being made when all these elements are combined.

LEVEL 3: WHY do these representations matter?

- Explore the political power dynamics at play here: what “version” of the culture/people/event is portrayed here? What are the effects of the selection of that “version?” How could that version affect or reflect upon the group/culture/people being represented? How might that version affect or influence the people who visit the site? Overall, whom does that version empower and whom does it marginalize?

LEVEL 4: feel some way about this!

- Now, make an argument and use all your research and all your notes and all your feelings to INFORM that argument
Project 2: Representation
Journal Prompts

Journal 5

We started to get to some really interesting examples at the end of class. LET'S KEEP GOING!!

For this journal, share with us an example from one of your site visits and use your understanding of the last section of the chapter to explain the power and politics at play. (Check out our combined notes and quotes you can steal)

I've made a little cheat sheet for our overall process for this paper. It lays out exactly what you need to ask yourself in each step of this research and analysis process. It should feel repetitive to what I keep saying in class, but perhaps seeing it on paper might help.

For this journal please talk about Level 2 and Level 3 from that cheat sheet (I've pasted those questions below as well). You're basically doing a shortened, quick version of two sections of a potential paper. We'll practice this here, refine the techniques in class together, steal each other's wonderful and insightful points, and we'll be ready to start drafting oh so soon!

**LEVEL 2: HOW** has the site created its version of representation?

- Break down the site with examples: consider what is included (and thus excluded) in text, visuals, displays, audio, video, etc., how the elements have been interpreted in the displays, and what meaning is being made when all these elements are combined.

**LEVEL 3: WHY** do these representations matter?

- Explore the political power dynamics at play here: what “version” of the culture/people/event is portrayed here? What are the effects of the selection of that “version?” How could that version affect or reflect upon the group/culture/people being represented? How might that version affect or influence the people who visit the site? Overall, whom does that version empower and whom does it marginalize?
Journal 6

For this journal, I’d like you to share with us some of what you learned and observed from your second site visit. We’ll talk about this and what you posted for Journal 5 all next week so we can start to actually get some arguments, theses, and outlines created for this paper.

Consider your second site and (in an abbreviated fashion) try and complete all four levels from the Project 2 cheat sheet. This will be a process we can then perfect and you can mimic in an extended fashion in your paper.

**LEVEL 1: WHAT** is happening here/ WHAT is being represented?

- Understand the site: What culture/people/event does it claim to “represent;” who created/built/paid for the site and why; who is the audience and what is the stated purpose of the site; what are other’s reviews and critiques of the site; what has been said in popular and academic “publications” about it?

**LEVEL 2: HOW** has the site created its version of representation?

- Break down the site with examples: consider what is included (and thus excluded) in text, visuals, displays, audio, video, etc.; how the elements have been interpreted in the displays; and what meaning is being made when all these elements are combined.

**LEVEL 3: WHY** do these representations matter?

- Explore the political power dynamics at play here: what “version” of the culture/people/event is portrayed here? What are the effects of the selection of that “version?” How could that version affect or reflect upon the group/culture/people being represented? How might that version affect or influence the people who visit the site? Overall, whom does that version empower and whom does it marginalize?

**LEVEL 4:** feel some way about this!

- Now, make an argument and use all your research and all your notes and all your feelings to INFORM that argument

Journal 7

You started in class, and I could feel us all getting very close to arguments and theses. It’s time to go all in here. It’s time to figure out what you are going to write!
An easy way to start is to draft a thesis statement that then expands into an outline (that then expands into a paper). Think of the thesis statement as the ROAD MAP for the whole paper. In that statement we should be able to see your main argument, the main examples you will use to prove it, and the overall “why” of your analysis.

Thesis statements and outlines may seem like simple enough ideas, but everything in college kicks up a notch, so check out the resources below for a college-level refresher on the ideas.

**Thesis statement:**

- Watch: https://www.youtube.com/watch?v=9R0ivCaLtnY
- Read: http://writingcenter.unc.edu/handouts/thesis-statements/
- Watch: https://www.youtube.com/watch?v=8wxE8R_x5l0
- Read: http://writingcommons.org/open-text/writing-processes/focus/666-the-thesis
- Read: http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

**Overall organization/outlining:**

- Read over the Project 2 Assignment Prompt
- Read: http://www.psych.uw.edu/writingcenter/writingguides/pdfs/outline.pdf
- Watch: https://www.youtube.com/watch?v=z5fj5LJ MAG8
- Read: https://lsa.umich.edu/sweetland/undergraduates/writing-guides/how-do-i-write-an-introduction-conclusion-body-paragraph.html
- Read: http://academicguides.waldenu.edu/writingcenter/writingprocess/outlining
- Try this out: http://www.crlsresearchguide.org/NewOutlineMaker/NewOutlineMakerInput.aspx
- Or play with this guy: http://www.readwritethink.org/files/resources/interactives/essaysmap/

Now write your own. Give us your thoughtful and insightful thesis and then lay that beautiful beast inside an outline. It can look like anything you’d like or anything you think will be helpful for you. Just make it and share it!
INTRODUCTION
- Hook Introduction: Insert
- Transition to topic: Insert
- Combined Thesis Parts 1, 2, & 3: Insert

BODY
WHAT: Background Context/Research
- Topic Sentence: Insert
- Main Research Points: Insert
- Transition Sentence: Insert

HOW: POINT ONE: Insert
- Topic Sentence: Insert
- Example: Insert
- Example: Insert
- Examples: Insert
- Transition Sentence: Insert

HOW: POINT TWO: Insert
- Topic Sentence: Insert
- Example: Insert
- Example: Insert
- Examples: Insert
- Transition Sentence: Insert

HOW: POINT THREE: Insert
- Topic Sentence: Insert
- Example: Insert
- Example: Insert
- Examples: Insert
- Transition Sentence: Insert

WHY: What Effects/Implications
- Topic Sentence: Insert
- Example: Insert
- Example: Insert
- Examples: Insert
- Transition Sentence: Insert

CONCLUSION
- Restate Thesis part 1: Insert
- Restate Thesis part 2: List body point one + examples, body point two + examples, body point three + examples
- Review WHY Effects/Implications: Insert Mic Drop
Project 2: Representation
Journal Prompts

Journal 8

Using your completed thesis and outline as a guide, let's get these topic sentences in order. You already know these are important, but getting these in a nice neat list will ensure you know what you're doing with this paper.

FIRST: some background info

- Watch an explanation: https://www.youtube.com/watch?v=Nx2-PcBzZjo
- Read about an example: http://www.centralchristian.edu/PDFs/WritingCenter/WC%20ThesisVSTopicWorksheet.pdf

SECOND:

- Each paragraph needs a topic sentence so we as readers can follow your overall argument (duh). But often these can be difficult to write or paralyzing because we are trying to sound as smart and academic as possible right away. Get your thoughts out first in a language more comfortable to you to ensure the concepts are straight in your head, THEN edit for academic style
- Let's practice: for each of your paper's paragraphs give us either a topic sentence Tweet (140 characters) or a topic sentence snapshot (a picture with a short caption) using whatever informal language is most comfortable to you.
  - Tweet/snap your intro hook
  - Tweet/snap your WHAT topic sentence
  - Tweet/snap your Point 1 topic sentence
  - Tweet/snap your Point 2 topic sentence
  - Tweet/snap your Point 3 topic sentence
  - Tweet/snap your WHY topic sentence
  - Tweet/snap your conclusion topic sentence

THIRD:

Now that you have the concepts and topic down, let's play with style. Channel your inner geek, think formality, and rewrite each of the topic sentences above in your best academic style.
ENG 200

Summarize, Paraphrase, Quote

Resources

1. Video: https://www.youtube.com/watch?v=ssTKVakPvwQ
2. Purdue: https://owl.english.purdue.edu/owl/resource/563/01/
3. Harvard: http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350378
4. Grounds for Argument:
   http://www.groundsforargument.org/drupal/?q=evidence/sidebar/whentocps
5. American University:
   https://www.american.edu/ocl/asac/upload/To-Quote-Paraphrase-or-Summarize.pdf
6. University of South Florida:
7. Purdue’s MLA Guide: https://owl.english.purdue.edu/owl/resource/747/01/

Summarize

WHAT?

● Putting main ideas together in your own words
● Capture the overall points or main idea of a source
● Short versions of the text in your own words.
● Your words condensing someone else’s ideas

WHEN and TIPS?

● Take few notes from the cited source and minimize the amount of quoted material in your paper.
● Avoid unnecessary details
● Show that you understand what the source is saying
● Introduction to the source
● Reiterate a previously covered topic
HOW TO CITE?

- “Parenthetical” citations including the name of the writer and date the text was written in paragraph as well as full citations in the works cited page (EX: John Doe (2000) says...”

Paraphrase

WHAT?

- Re-stating someone else’s ideas in your own words (easier to understand)

WHEN and TIPS?

- When you can clarify what the author has said to make it easier for your audience to understand the topic if they are unfamiliar with it
- When the information is important but not the language that the passage uses
- Avoid having too many quotations
- Tips:
  - use signal phrases (like based on), represent the author accurately while using your own words consistently
  - Avoid paraphrasing general knowledge or common facts that available in many sources

HOW TO CITE?

- (Author’s name page number).

Quote

WHAT?

- Verbatim words: without change or correction
- Introduced by signal phrases
  - Ex: Lyza added, “___” OR According to Ariana, “____”
  - Ex: “According to Ariana, video games are not educational” (23).
- Period goes outside the parentheses
- “According to Ariana...” signals where your ideas end and your source’s ideas begin
- Page number inside parentheses (where you got your quote)
- Closing citation lets reader know where the source info stops

- End with a citation
- Identical to the original quote.
- MUST be associated with original Author.
- Quote needs to be relevant to the point you are making

**WHEN and TIPS?**

- Use “quotations” and brackets around [any changes made]
- You should use quoting when you want to analyze how someone phrased something - therefore, if you just needed the general idea/information about the topic and the wording wasn’t important, JUST PARAPHRASE
  - e.g. how an author used specific words to give a certain meaning to something
- However if you ABSOLUTELY CAN’T paraphrase the original author’s text because you would lose meaning if you did, then and only then can you give direct quotes
- Using Ellipsis: (it’s a set of three dots …) and used to exclude words from the quote
  - when using ellipsis to end a sentence, use the three dots including the period
- Make it relatable to the topic of the paper. Have a GOOD REASON why you chose that quote. *How it is beneficial?*
- Short quotes works well with other sentences.
- Long quotes should be in their own sentences.
- Don’t include the whole quote if it’s not necessary.
- After quoting, follow up with an explanation on how it relates
- Use words to tell your reader that you are going to use a quote (examples: acknowledges, advises, states, declares, concludes)

**HOW TO CITE?**

- The author’s name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the
- Put the phrase in quotes and then add the source information after in parentheses
  - e.g. Future said famously, “...if Young Metro don’t trust you, I’m gon shoot you.” (MSNBC News)
PRACTICE with Lilo and Stitch:

Summary:

“A tale of a young girl's close encounter with the galaxy's most wanted extraterrestrial. Lilo is a lonely Hawaiian girl who adopts a small ugly "dog," whom she names Stitch. Stitch would be the perfect pet if he weren't in reality a genetic experiment who has escaped from an alien planet and crash-landed on Earth. Through her love, faith and unwavering belief in ohana, the Hawaiian concept of family, Lilo helps unlock Stitch's heart and gives him the ability to care for someone else.”

Alien experiment escapes some other planet and ends up in/on Big Island Hawaii. Other aliens begins to chase escaped alien.

Lilo, a “troubled” orphaned child being raised by her older sister visits a pound and adopts a dog, which is actually an alien genetic experiment.

Paraphrase: Lilo is swimming at the beach and then she realizes she’s late for Hula practice. She runs out of the water, up the beach and grabs her bag and spots a really big man with too much sunscreen eating a mint chocolate chip ice cream cone. She stops in front of him, grabs her camera out of her bag and takes a picture of him. When she clicks the photo, his ice cream scoop falls on the floor and she runs away.

Quote:

Lilo apologized unapologetically, “I'm sorry I bit you and pulled your hair and punched you in the face.”

Lilo cried, “Leave me alone to die.”

“My friends need to be punished”, Lilo schemed.

Lilo replies to Stitch, “You can leave. I'll remember you. I remember everyone who leaves.”
Project 2: Representation
Workshop: Third Draft

Higher-Level Concerns

1. Does the author have a strong thesis with all three components? (1. the main point/argument; 2. the paper’s roadmap; 3. the why/effects/implications)
2. Is the author’s text organized in a logical and coherent way that works to prove and provide support for her/his thesis? (intro, what, how (with 3 main examples), why, conclusion)?
3. Does the author’s introduction have an engaging AND relevant introductory hook that pulls in the reader and introduces the big picture topic of the paper?
4. Does the paper offer background context and history on the site explored in the paper (the “what” section)? Is this information relevant and properly cited?
5. Does the author include three main points that work to prove her/his main main/argument from the thesis?
6. Does the author have specific examples in each main point that connect back to the paragraph’s main point AND the paper’s overall thesis argument?
7. Is there a “why” section where the author addresses the question of what effects her/his site of representation has on BOTH the visitors of the site and the group of people that site claims to represent?
8. Does the conclusion review all three parts of the author’s thesis (and therefore each major logical step in the author’s argument)?

Mid-Level Concerns

9. Does each paragraph in the paper have a clear topic sentence that introduces the main idea of that paragraph while also connecting back to the overall thesis and argument of the paper?
10. Are there effective transitions between paragraphs that ensure a reader can follow the author’s argument and its logical progression?
11. Does the essay use academic language and style? Has the author removed all uses of I, me, we, or you in favor of writing in “removed or distanced” academic style?
12. Is there sufficient, relevant, and credible research throughout the paper that backs up the author’s main ideas?
   a. Does the author’s inclusion of that research appropriately use the skills of summarizing, paraphrasing, and/or quoting?
   b. Does the author avoid a “quote and run” situation? Is the quote properly introduced, contextualized, and related back to the author’s argument?
   c. Are the sources properly cited using MLA guidelines (which includes BOTH in-text and a corresponding Works Cited page)?

Lower-Level Concerns

13. Does the author have any syntax, grammar, or punctuation errors s/her needs to review and revise?
14. Is the overall paper formatted in MLA style (heading, margins, spacing, page numbers, Works Cited Page, etc.)?

Overall Comments

15. What two things are working particularly well in the author’s current draft? Why?
16. What are the top two or three things s/he needs to work on? Why? Given those needs, how would you suggest s/he move forward with the drafting process?
Project 2: Representation
Process Memo

1. What is your paper’s amazing, three-part thesis and how did you organize your paper in order to prove that thesis?
2. What TWO aspects of your paper do you think are working particularly well OR what TWO aspects are you the most proud of? Why?
3. What TWO aspects of the paper do you know need more work OR what TWO things would you revise if you had more time to work on this? Why?
4. What did you learn about the process of researching or yourself as a research writer from this paper?
5. What was the most difficult part of your writing process for this paper? What might you do differently with your next argument or research paper in order to address that?
6. What did you learn (about writing, about representation, and/or about language) from working on this paper?
7. Is there anything else you would like to tell me?
A Successful Project 2...

Collaborative Assessment Heuristic
ENG 200: Project 2

Prompt Questions:

- What would a “successful” or “effective” text look like (given the assignment’s rhetorical situation, audience, purpose, and contexts)?
- What elements would be included in a successful text? What elements would be avoided?
- What work, processes, and/or elements, do you want to get credit for?
- What elements or aspects of your project would you like feedback on?

Collaborative Assessment Considerations for our Assessment Heuristic:

1. Content (achieves purpose of basic overview; answers required questions from prompt WHAT, HOW, WHY)
2. Research (citations accurate and appropriate; outside sources integrated meaningfully; not copy/pasted; use of credible sources)
3. Audience appropriate (voice, tone, content, style, organization)
4. Genre conventions (academic discourse, format, and grammar)
5. Organization (based on genre conventions, purpose, and audience)
6. Process Memo (reflections on your process, your rhetorical choices, and writing process)