

Window into an Accelerated Classroom

Readings and Major Assignments from

English 102:

Reading, Reasoning, and Writing (Accelerated)

**An open-access, one-semester developmental English course that leads
directly to college English (Eng 1A)**



**Materials developed by
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Chabot College**

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Includes course materials from Spring 2010 and Spring 2011

Revised and Updated: November 2011

Note:

The materials in this booklet were used in three sections of English 102 taught by Katie Hern. Student outcomes in all three sections were strong, with a higher than average number of students passing the course and moving on to college English. (Chabot’s average pass rate for this course is generally in the mid-60% range).

Spring 2010	Fall 2010	Spring 2011
Success rate: 72%	Success rate: 80%	Success rate: 88%
Enrollment at Census: 29	Enrollment at Census: 30	Enrollment at Census: 25
Pass: 21 No Pass: 4 Withdrawal: 4	Pass: 24 No Pass: 5 Withdrawal: 1	Pass: 22 No Pass: 2 Withdrawal: 1

These materials are informed by the larger curriculum and philosophy of the Chabot College English department. The curriculum is grounded in the belief that what “developmental” or under-prepared students need to be ready for college is practice and guidance in the same kinds of reading, thinking and writing that a good college-level course will require, just with more guidance and support.

The shorthand for this approach: “English1A at all levels.”

Program learning goals:

Throughout the sequence of developmental and transfer-level English courses, students develop increasing mastery in college-level academic literacy, specifically the ability to:

- Independently read & understand complex academic texts
- Critically respond to the ideas and information in those texts
- Write essays integrating ideas and information from those texts

For more information on the Chabot English curriculum, go to:

<http://www.chabotcollege.edu/languagearts/english/philosophycorecourse.asp>

Required Readings

Students read 500-600 pages over the term: one complete book, portions of two other books (a total of 10 chapters), and seven articles. They also conducted external research for at least one paper.

Non-Fiction Books

Drive: The Surprising Truth about What Motivates Us by Daniel Pink

The class started by reading four chapters of this nonfiction book about intrinsic motivation and what fosters it – a sense of autonomy, the pursuit of mastery, and feelings of purpose.

Opening Skinner’s Box: Great Psychological Experiments of the 20th Century by Lauren Slater

The class read 6 chapters of this nonfiction book. Each chapter presents the research of a major psychologist, along with the background and controversial issues involved in her/his work.

One Psychology-Related Memoir

Students chose one of the following memoirs to read independently, with occasional class sessions devoted to talking about the book with other students who selected it.

Tweak: Growing Up on Methamphetamines, by Nic Sheff

Madness: A Bipolar Life, by Marya Hornbacher

Danger to Self: On the Frontline with an ER Psychiatrist, by Paul Linde

Scholarly and Critical Articles

“From Social Class and the Hidden Curriculum of Work” by Jean Anyon

This excerpt from an educational journal article presents findings from a study conducted of fifth grade classrooms in different socioeconomic communities. The author argues that there is a “hidden curriculum” in public education that reproduces social inequalities.

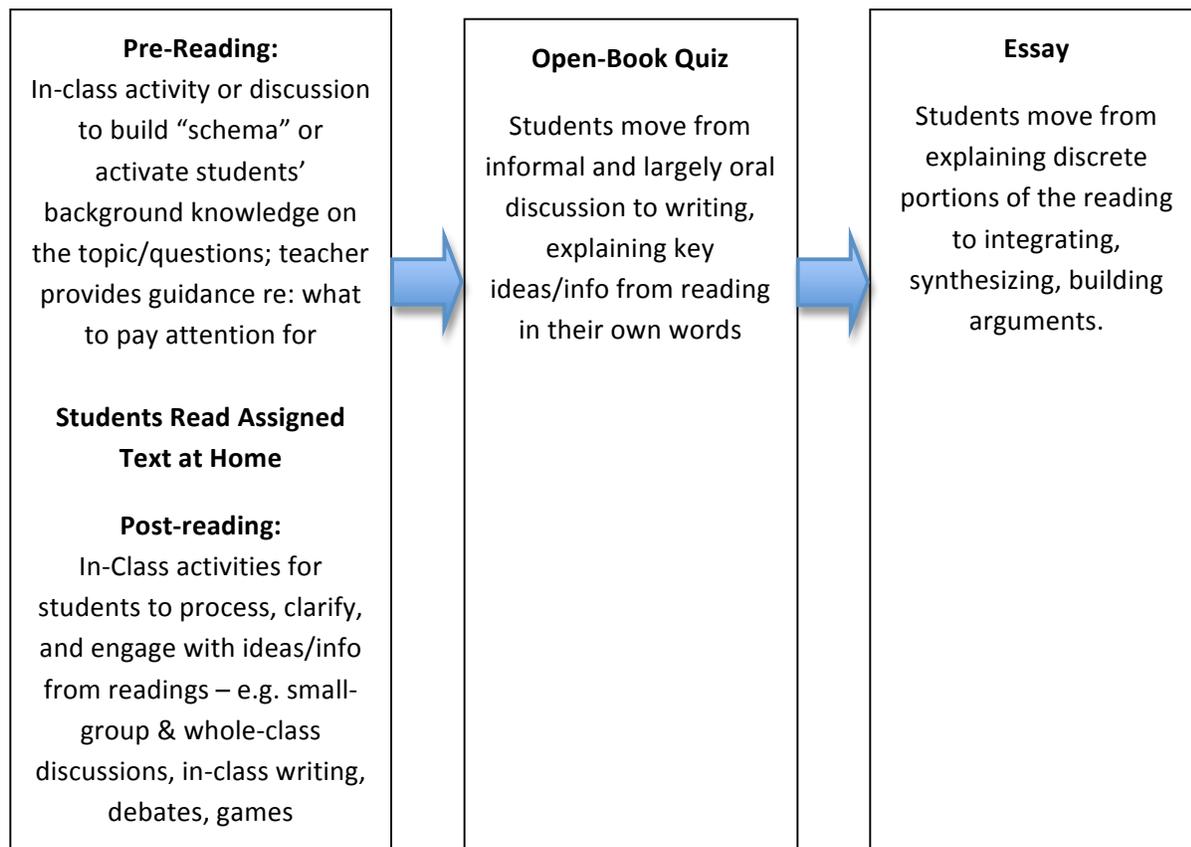
“From The Perils of Obedience” by Stanley Milgram, along with reviews of Milgram’s experiment by Baumrind, Herrstein, and Meyer

Two reviews of the class text *Opening Skinner’s Box*

Online materials to supplement chapter 8 of the Slater text re: evidence for and against the reliability of “recovered memories.”

English 102: Reading, Reasoning, and Writing (Accelerated)
Chabot College

Katie Hern's Instructional Cycle
Repeated for each major unit of the class



Instructor's Note:

It's embarrassing to admit, but before coming to the community college system, I used to make three big assumptions about my students: 1) that they were doing the reading I assigned, 2) that they were understanding it, and 3) that if they didn't understand it, they would ask for clarification.

Since then, I've realized that students – particularly developmental students – need time in class to process, engage with, and clarify what they've read. The above instructional cycle gives students multiple chances to do this, and the pay-off in my own classroom has been significant. The in-class activities and quizzes hold students accountable for doing the reading; they also help students to know what they're talking about by the time the essay rolls around. I've observed that even weaker readers and writers produce essays that are full of specific ideas and information from the texts. Unexpectedly, even their sentences are better: when students are clear about the content, their writing also gets clear.

Major Tests and Assignments
Copies of assignments included on the designated pages of this document

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Group Presentations: *Drive* by Daniel Pink

Monday, February 1

Dr. Hern's English 102

Spring 2010

Each team will have 30 minutes to do the following:

- Explain the key ideas of your group's chapter of Drive, so that the rest of the class really understands them. (You might want to use Powerpoint or other visuals to help students track the various points.)
- Engage the class in a discussion of how your chapter's idea (autonomy/mastery/purpose) might relate to our English class.
 - What would be good about having a class with a lot of "autonomy" built in, or a focus on "mastery"? What might be a good shared "purpose" for a class like this? Your own individual "purpose"?
 - Do students see any potential drawbacks or challenges to applying this idea to our English class?
- Come up with 2-3 specific ideas about how your concept (autonomy/mastery/purpose) could be applied in our class, share these ideas with the class and ask them to share their feedback – do they think this is a good idea to adopt in class? Why/why not?

In-Class Essay #1: Educational Autobiography

English 102, Dr. Hern

February 3, 2010

Tell me the story of your educational history – the journey you’ve been on, the good, the bad, how you have felt about yourself as a learner in your past schooling, whether you felt much “intrinsic motivation”... Paint me a picture. Make it detailed, so that I can start to get to know you and learn about your experiences.

Some things I’d like you to include:

- Describe one particularly good experience you had in your past education and tell me about why it was good. (This might be in an English class or in a different subject.)
- Describe one particularly bad experience you had in your previous education and tell me about why it was bad.
- Talk about how the ideas from Drive relate to your educational experience (not just in English classes). Has your previous education included much autonomy, mastery, and/or purpose? (Please refer to at least two of the above ideas from Drive.) If you HAVE had these experiences, please describe one example and how it felt. If you have NOT experienced these ideas in the past, please think of a specific example when this was true and describe how that felt.
- Please include some discussion of your past experiences with academic reading and writing. If you like doing these things, why do you? If you don’t, why not? Do you feel confident in these areas? Do you feel a desire for mastery? Do you feel a sense of purpose about developing these skills?
- Please close by bringing me up to the present – what do you want to get out of this particular English class at Chabot College? Is there anything you’d like me to know so that I can support your learning? Anything you’re concerned about? Anything you feel excited about?

To give me as full and detailed of a story as possible, please spend at least 90 minutes writing this, then email it to me at khern@chabotcollege.edu.

Reading Quiz #1

English 102, Chabot College, Dr. Katie Hern

Readings Covered: Jean Anyon, 4 chapters of Daniel Pink, Chapter 3 of Slater

Open Book, Open Notes, Closed Neighbors

Name: _____

Answer 5 of the following questions (your choice).

- 1.) Think back to Jean Anyon's article "Social Class and the Hidden Curriculum of Work." Imagine a kid from a "working class" school is suddenly placed in an "executive elite" school. How would school be different, and how do you think the kid would respond? (In your answer, make sure you give specific details to show that you know what each type of school was like.
- 2.) In your own words, explain what "intrinsic motivation" is and tell the story of how researcher Harry Harlow came up with this idea (Drive pp 1-4).
- 3.) In your own words, summarize three pieces of evidence supporting the benefits of autonomy (from chpt 4).
- 4.) In the chapter on mastery, Daniel Pink discusses the work of a psychologist named Carol Dweck. In your own words, explain how Dweck's research relates to the idea that mastery is a "mindset." Be sure to explain your response fully enough that someone not in our class could follow you.
- 5.) In your own words, explain what researchers found about the difference between college graduates who had "profit goals" and graduates who had "purpose goals" (Drive, pp. 142-144).
- 6.) On page 72, Slater gives a quote from a psychiatrist who was upset about Rosenhan's experiment (it begins "Most physicians do not assume that patients who seek help are liars..."). Explain this quote in your own words.
- 7.) Based on Lauren Slater's experience, do you think that psychiatrists have become more accurate at diagnosing mental illness?

In-Class Essay #2: Critical Response Essay

English 102, Dr. Hern

February 17, 2010

Choose one of the following options

Anyon

Summarize what Anyon found when she studied the different 5th grade classrooms. Then, spend several paragraphs discussing either of the following critical questions:

What do you think causes the schools to look so different?

Why do these differences matter – in other words, why is this significant?

One of the chapters from Drive

Summarize a key idea from one of the chapters we read (autonomy, purpose, mastery), then spend several paragraphs discussing how this idea might be applied in our English 102 class this semester.

Chapter 3 of Slater

Summarize what happened in Rosenhan's experiment, then spend several paragraphs discussing your own answer to this critical question: How reliable do you think psychological diagnosis is today?

Guidance for All Three Options

- Write for an audience who is NOT in our class. That means you'll need to spend some time summarizing key ideas, defining any terms that might be unfamiliar, choosing short quotes from the original reading to help your reader get a sense of what the author was talking about.
- I'd like you to include details, examples, quotes from the reading to help you develop your response to the question.
- Talk about complexities – for example, if you're applying an idea from Drive to our class, think about what might make it difficult, not just why it would be good; if you're writing about psychological diagnosis, think about not only what Rosenhan says, but also what his critics say.
- Take the time to proofread after you've written your essay. Think about the kinds of mistakes you know you tend to make (like the spelling of words that sound the same) and watch out for those.

Reading Quiz #2

English 102, Chabot College, Dr. Katie Hern

Readings Covered: Chapters 6 & 7 of Slater

Open Book, Open Notes, Closed Neighbors

Name: _____

Answer 5 of the following questions (your choice).

- 1) In his experiment, Alexander found that caged, isolated rats used the morphine water up to sixteen times more than the rats in Rat Park. How does he explain this – in other words, why does he think this happened?
- 2) Slater summarizes the meaning of the Rat Park experiments like this: “Rats and humans pick up the proverbial pipe and put it back down, no problem. And when they don’t put it back down, it’s not because there’s something inherently irresistible about the substance, but because the particular set of circumstances the mammal finds itself in offers no better alternatives than such destructive snacking” (169). In your own words, explain the meaning of this quote. Use details from Alexander’s experiment to support your answer.
- 3) Slater’s husband uses drugs regularly. She warns him that he’s going to get addicted, and he replies, “You know the REAL research, Lauren. I’m in a colony, not in a cage” (Slater 172). Explain his meaning here.
- 4) In your own words, explain the point Slater is making in the section where she talks about Rat Park being a “perfect environment” (178).
- 5) In your own words, explain the concept of “contact comfort.” Then, describe how Harlow’s experiments with monkeys led him to come up with this idea.
- 6) What happened to the monkeys raised with the terry-cloth surrogate “mother” when they grew up? According to Harlow, why did this happen?
- 7) In your own words, explain the animal rights argument that “the use of animals in research delivers very little valid information” (149). Be sure to summarize some of the evidence activists use to support this argument.

Essay #3: Synthesis Argument

Consider Different Evidence and Viewpoints & Reach Your Own Well-Informed Position

English 102 Spring 2010 Dr. Katie Hern Chabot College

Options:

1.) What causes addiction?

Chapter 7 features a debate on what causes addiction. Alexander argues that drug addiction is not caused by physical dependence; instead, he says, it is a “way of adapting to difficult circumstances” (Slater 161). Other addiction researchers argue that drug addiction is a physical response to the chemicals in drugs (see Slater 162-165). Where do you stand?

2.) Were Harry Harlow’s experiments on monkeys ethical?

Harlow’s research taught us a lot about the nature of attachment and what infants need. But in the process, he did a lot of damage to the monkeys in his experiments. Do you think his research was ethical? Do the benefits (knowledge) outweigh the costs (harm to living creatures)?

Things to Shoot For:

- Show that you have carefully read chapter 6 or 7 and that you have fully digested and considered the different viewpoints and evidence on all sides of the debate. Feel free to also include other sources (memoir, outside research).
- Show you are really thinking about the topic – these are complex questions, so don’t settle for easy answers. And don’t feel that you have to take an either-or position – for example, you might argue that addiction is a combination of physical and psychological factors, or that some of Harlow’s experiments were ethical but others were not. Just make sure you state your own position clearly and explain why you think it.
- Write so that someone not in our class could understand it. Assume your audience has not read our book. That means you’ll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1.25-inch margins.

Deadlines:

Idea outline due Mon 3/15.

Rough draft due Wed 3/17 (have copy to work on in WRAC lab).

Final draft due Mon 3/22.

Reading Quiz #3

English 102, Chabot College, Dr. Katie Hern

Readings Covered: Milgram excerpt, 3 Reviews of Milgram, and Chapter 4 of Slater

Open Book, Open Notes, Closed Neighbors

Name: _____

Answer 5 of the following questions (your choice).

- 1) Milgram writes, "For a person to feel responsible for his actions, he must sense that the behavior has flowed from 'the self.' In the situation we have studied, subjects have precisely the opposite view of their actions – namely, they see them as originating in the motives of some other person" (180). In your own words, explain what Milgram means here. Use details from the experiment in your explanation.
- 2) Milgram did several variations on his original experiment. In some of these experiments, he found that people's levels of obedience went down. Describe three situations in which research participants were *less* likely to follow the experimenter's orders.
- 3) What does Richard Herrnstein think about the fact that Milgram deceived his participants?
- 4) In your own words, summarize two criticisms Diana Baumrind makes of Milgram's experiments.
- 5) In his review of Milgram's work, Philip Meyer writes, "it is quite possible that if everyone felt responsible for each of the ultimate consequences of his own tiny contributions to complex chains of events, then society simply would not work" (196). Explain what he means here, and come up with 1-2 examples of your own to illustrate this idea.
- 6) In your own words, explain the concept of "diffusion of responsibility" and how it relates to the Kitty Genovese murder.
- 7) In your own words, explain the concept of "social cueing" and how it relates to Darley and Latane's experiment in which smoke came into the room.

Option 1

When you consider the experiments described in "The Perils of Obedience," would you say that these were *good* experiments? Yes? No? Somewhat? And why do you see it like you do? (Your answer should be summarized in your thesis statement in your introduction.)

In your essay, be sure to discuss the major elements of the ethics debate about Milgram. These are:

- Whether his deception of subjects was ethical
- Whether subjects were harmed
- Whether his findings were significant
- Whether his experiments really tell us about real-world human behavior (think about Baumrind's claim that people were more obedient because they were in an unfamiliar lab setting)

Also, make sure that you:

- Support your argument with relevant ideas, information, and quotes from Milgram
- Support your argument with relevant ideas, information, and quotes from the two reviews (Herrnstein, Baumrind)
- Discuss evidence that *contradicts* your argument from at least one of the reviews -- in this part of your essay, you'll neutrally summarize the person's point, then explain what you think of this evidence (Do you disagree? Do you acknowledge that it has some merit, but still hold on to your original position?).

Option 2

Some people believe that it is human nature to be cruel to others. These people might argue that this cruelty is why Milgram's subjects acted as they did, and why no one helped Kitty Genovese. Do you accept this explanation of human psychology? Yes? No? Somewhat? And why do you see it like you do?

In coming up with your own position on this issue, I encourage you to think about all that you've learned about the Milgram experiment AND the ideas in Slater chapter 4. Consider the grey areas, rather than arguing strictly on one side or the other. Instead of saying YES we are cruel, or NO we are not, try to come up with a more complex answer to explain human behavior.

In your essay, be sure to include:

- Support for your argument with relevant ideas, information, and quotes from Milgram
- Support for your argument with relevant ideas, information, and quotes from Slater chapter 4
- Evidence that *contradicts* your argument from Milgram and/or chapter 4 -- in this part of your essay, you'll need to explain what you think of this evidence (Do you disagree? Do you acknowledge that it has some merit?) and discuss why this evidence does not cause you to abandon your own position.

Things to Shoot For:

- Show that you have carefully read the texts from this unit, and that you have fully digested and considered the different viewpoints and evidence. Feel free to also include outside research.
- Show you are really thinking about the topic – these are complex questions, so don't settle for easy answers. And don't feel that you have to take an either-or position.
- Write so that someone not in our class could understand it. Assume your audience has not read these texts. That means you'll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- If you use the exact words from something you've read, be sure to put those inside "quotes" in your essay, so that readers know you've borrowed another writer's wording.
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1.25-inch margins.

Deadlines:

Complete rough draft due Monday 3/14

Final draft submitted to Blackboard by 11:59pm on Friday evening, 3/18

[This is a revised assignment from Spring 2011, and that dates are out of sych with Spring 2010 materials.]

Reading Quiz #4

English 102, Chabot College, Dr. Katie Hern

Readings Covered: Chapters 5 and 8 of Slater

Open book, closed neighbor

Name: _____

Answer 5 of the following questions (your choice).

- 1) According to psychologist Leon Festinger, why did members of the Sananda cult do so many media interviews after the flood prophesy did not come true?
- 2) Explain the “cognitive dissonance” Slater experiences when she sees oil running down the statue’s face at the Santos home.
- 3) Slater writes that Linda Santos is “a walking talking epitome of rationalization” (118). Explain what she means by this, using details from the chapter.
- 4) Slater summarizes Festinger’s research like this: “We spend our lives paying attention only to information that is consonant with our beliefs, we surround ourselves with people who will support our beliefs, and we ignore contradictory information that might cause us to question what we have built” (121). Explain this quote in your own words with an example from the chapter.
- 5) Summarize the “Lost in the Mall” experiment and its major finding.
- 6) Explain how Paul Ingram’s story connects to Loftus’ point that memory is “suggestible.”
- 7) Explain Loftus’ view on whether “repression” exists and how she uses Holocaust and plane crash survivors to support this view.

Essay #5

Chabot College English 102

Dr. Katie Hern

Spring 2011

Option 1

Should “recovered memories” be allowed as evidence in a criminal case? To build your argument, I want you to “mine” the ideas/information from chapter 8, as well as the two online sources re: recovered memory that I posted on Blackboard under “External Links.” Inside this essay, be sure to carefully consider the evidence on all sides regarding whether traumatic memories can really be “repressed” and then “recovered” years later (Loftus questions this, citing the examples of holocaust and plane crash survivors; while the Brown University professor provides numerous cases where he says recovered memories were corroborated.) If you argue that recovered memories should be used in some cases, be sure to discuss things you think courts can do to safeguard against the limitations of memory.

Option 2

B. F. Skinner argues that the idea of free will is an American myth. He says that we may *think* that we choose our own actions based on our own individual feelings and beliefs, but that instead, everything we do is “conditioned” by the rewards and punishments of our external environments. In this way, he argues, we are just like the animals in his experiments, who were conditioned to press levers, play ping pong, and perform other actions.

Do you accept Skinner’s argument? Why/why not?

In building your own argument, I want you to do a little background research on the meaning of “free will,” AND link in at least two other chapters from Slater’s book. For example, does the evidence in chapter 7 suggest that we DO have free will to use substances like drugs/alcohol, or that our actions are actually “conditioned”? Does the Milgram experiment seem to support “free will” or “conditioning” as the source of our actions? How about Darley and Latane’s experiments (seizure experiment, smoke experiment) – free will, conditioning, a little of both?

Option 3

Here, you have more freedom to define your own topic. The overall focus is to answer the question: What connection do you see between the ideas of any of the last three chapters we have read (8, 5, and 1)? Your thesis should make a statement about something you have learned about human psychology, and your essay will support/develop this idea with information and ideas from at least two chapters. You should also spend some time talking about the significance of this idea – in other words, why does it matter?

Things to Shoot For:

- Show that you have carefully read the texts from this unit, and that you have fully digested and considered the different viewpoints and evidence. Feel free to also include outside research.
- Show you are really thinking about the topic – these are complex questions, so don't settle for easy answers. And don't feel that you have to take an either-or position.
- Write so that someone not in our class could understand it. Assume your audience has not read these texts. That means you'll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- Paraphrase and quote skillfully. This means:
 - When you put something in your own words, the author's meaning remains true but your sentences and words are significantly different (not just a few words changed)
 - Use "quotation marks" when including an author's exact words
 - Give the page # inside parentheses after a quote:

Milgram writes, "yadda yadda obedience yadda yadda" (178).
 - Use your critical voice to lead into quotes & tell your reader who you're quoting
 - Use your critical voice after a quote to explain how the quote connects to your own point
- Include an MLA format "Works Cited" page at the end of your essay, giving information about the different sources you used, especially if you are using outside research besides the Slater book. For information about how to do this, see the Chabot Library -- <http://www.chabotcollege.edu/Library/onlineref/cited.html>
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1.25-inch margins.

Deadlines:

Complete rough draft due Wed 5/11 – bring hard copy to class

Final draft due to Blackboard by 7am before class on Monday 5/15

Essay #6: Critical Analysis of the Psychological Memoir You Chose
Dr. Hern English 102 Spring 2010

Overall Purpose:

This essay allows you to pick your own focus and write about what interests you in your chosen memoir. Just like in your last several essays, this paper should be a balance of information/ideas summarized from your book AND your own critical voice commenting upon the issues you discuss.

Picking a focus:

In your previous essays, I have given you questions to choose from (e.g. Was Harlow's/Milgram's research ethical? What causes addiction?) This time, I want you to come up with your own.

Make sure that your question/topic doesn't just require you to summarize what happens in the memoir – instead, it should be a “critical question” that requires you to build your OWN answer, using ideas/information from your sources.

Some examples to get you thinking:

- Is the memoir you read a good book? Evaluate its strengths and weaknesses, and include quotes/ideas from published reviews that you agree and disagree with.
- Make a connection between an idea we've read about in Slater and the memoir you read. For example:
 - How does Nic Sheff's story relate to Alexander's research about the causes of addiction? (Does it seem to support his findings? Go against them? A little of both?)
 - Does your memoir seem to support or go against Rosenhan's (chapter 3) argument that psychological diagnosis is not very reliable?
- Anais's idea: How are bipolar disorder and addiction connected? (Remember from class that Anais read *Madness* and *Tweak* – both writers suffer from addiction and bipolar disorder. Anais knows from her career as a nurse that addiction rates are higher in bipolar people and that properly diagnosing people can be challenging because addiction can make the bipolar disorder harder to spot.)

Things to Shoot for in Essay #6

- Every paper should include specific references (quotes, paraphrases, examples, ideas, information) from at least three sources:
 - Your memoir
 - At least two sources of credible outside research
- Show that you have carefully read the memoir and your outside research.
- Show you are really thinking about the topic – don't settle for easy answers, don't pretend that conflicting evidence doesn't exist, don't feel that you have to take an either-or position.
- Write so that someone not in our class could understand it. Assume your audience has not read these texts. That means you'll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- Paraphrase and quote skillfully. This means:

When you put something in your own words, the author's meaning remains true but your sentences and words are significantly different (not just a few words changed)

Use "quotation marks" when including an author's exact words

Give the page # inside parentheses after a quote:

Milgram writes, "yadda yadda obedience yadda yadda" (178).

Use your critical voice to lead into quotes & tell your reader who you're quoting

Use your critical voice after a quote to explain how the quote connects to your own point

- Include an MLA format "Works Cited" page at the end of your essay, giving information about the different sources you used, especially if you are using outside research besides the Slater book. For information about how to do this, see the Chabot Library -- <http://www.chabotcollege.edu/Library/onlineref/cited.html>
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1.25-inch margins.

Deadlines:

Final draft due in Blackboard Dropbox before class on Monday 5/17

In-Class Essay #7: End-of-Term Self-Reflection

English 102, Spring 2010, Dr. Hern

Overall Purpose:

In this essay, I want you to reflect on your own learning in English 102 this semester. You can organize it however you like – here are some questions I'd like you to consider:

- Re-read the “Educational Autobiography” you emailed me in the beginning of the semester. Where are you now on the things you discussed in that essay?
- How are you doing at developing mastery as an academic reader? What do you see as your strengths? Your areas for improvement? What has helped you develop your mastery this semester? Are you reading differently than you did in the past?
- How are you doing at developing mastery as a critical thinker? What do you see as your strengths? Your areas for improvement? What has helped you develop your mastery this semester? Are you thinking differently than you did in the past?
- How's your mastery of academic writing coming along? What do you see as your strengths? Your areas for improvement? What has helped you develop your mastery this semester? Are you writing differently than you did in the past?
- Describe your motivation this semester. What was motivating you to do the work of the class? How much was “intrinsic motivation,” how much was “extrinsic” (seeking rewards/avoiding punishments)? Were there moments when your motivation dropped – if so, what was going on? Were there moments when your motivation was especially high – if so, what was going on?
- Describe 1-2 moments from the class that stand out in your mind as positive experiences.
- If you were going to sum up the 2-3 major things you're taking away from this class, what would they be?

In-Class Essay #8: Final Exam

English 102, Dr. Hern, Spring 2011

Critical Evaluation of Opening Skinner's Box

The purpose of this essay is to persuade a group of English teachers about whether they should -- or should not -- use Slater's book in an English 102 class in the future. Is this a good book to use in a class like this? Why/why not?

In your essay, I'd like you to include a discussion of the following sub-topics:

- Examples of parts of the book that you thought were particularly strong (interesting, well-written, important) and examples of parts of the book you thought were weaker
- At least one point from the either of the two handouts I gave you in class:
 - The review by the "Association for Psychological Science"
 - The review by the "New York Times"

In this part, you should summarize the point from the article and then discuss whether you agree or disagree with it

- A discussion of whether this book was a good tool to use to help you develop mastery as an academic reader/writer/critical thinker – did reading, discussing, and writing about this book help you strengthen your skills? Describe with specific examples.
- If you do recommend using this book, do you have suggestions for teachers about how they might use it in class (sample class activities, guidance they might provide, assignments)?

Make sure you organize your essay well – it should have an introduction, a clear thesis statement summing up your overall position, paragraphs that have a clear central focus, and a conclusion that wraps up your discussion.

Also, take the time to reread and proofread for the common errors you tend to make.