Writing Assignment 2:
Explaining and Applying a Key Concept In Your Own Words

Due Date
The assignment is due Monday, November 9th, to your TA at the beginning of lecture.

Overview
Similar to Assignment #1, your goal is to define an important DOC key concept in your own words using historical examples from your reading. You should imagine the primary reader of your paper is a friend or family member who is not attending this class (rather than your professor or TA).

DIRECTIONS: Choose one of the following prompts.

Option 1: Racial Formations
Select one of the following chapters from Ronald Takaki’s A Different Mirror: 6, 8, 11, 12, 13, or 14. Using examples, explain how the experiences of one historical group of U.S.-Americans illustrates the concept of racial formation. In your assignment, consider how the racial formation you analyze might intersect with another category of analysis (such as gender or class).

Option 2: Gender Formations
Select one of the following chapters from Ronald Takaki’s A Different Mirror: 6, 8, 11, 12, 13, or 14. Using examples, explain how the experiences of one historical group of U.S.-Americans illustrates the concept of gender formation. In your assignment, consider how this gender formation you analyze might intersect with another category of analysis (such as race or class).

Final drafts should be 2-3 pages, typed, double-spaced, with 12-point font and 1-inch margins. Your name, your TA’s name, and your section number should be typed at the top. (Do not use a cover page).

NOTE: You do not need to include a works cited page for this assignment, but you should cite the page numbers from the reading if you use any direct quotations.

Late Policy
Papers submitted to TAs after lecture on Nov. 9th will be considered late, and will have their grades lowered by 1/3 of a letter grade (e.g., B to B-). The penalty will increase accordingly for each additional day late. Any student turning in a late paper should consult his/her TA to discuss the situation.
## Evaluation Rubric

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
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<tr>
<td>“A” Range – Exceptional Response</td>
<td>The assignment demonstrates an exceptional response in nearly every way. Casual readers would clearly understand the meaning of this concept based on how well the examples are used and explained. It demonstrates strong critical reading skills as we are developing them in DOC.</td>
</tr>
<tr>
<td>“B” Range – Strong and Successful Response</td>
<td>The “B” paper is a successful response to the assignment. The concept is mostly defined well and examples are relatively easy to follow. However, there are a few places where either: 1) the concept could be clarified; 2) better example(s) could be chosen; or 3) additional explanation or clarification in any/all parts of the assignment could be improved for reader comprehension. There may also be organizational and/or sentence-level editing errors. At least one more draft was necessary to put the paper in the “A” range.</td>
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<tr>
<td>“C” Range – Adequate Response</td>
<td>The “C” paper demonstrates an adequate response to the assignment. There is a clear attempt to define term but improvement in a few areas is necessary. These include: 1) the concept is only partially explained; 2) an unfamiliar reader may need more help in understanding its meaning; 3) examples provided are either partially unclear or unexplained; 4) the paper needs clearer organization from beginning to end; and 5) there may also be distracting sentence-level editing errors that prohibit readers from understanding the definition and examples. With a little more reading, review, revision and editing -- and perhaps an office hour visit to the TA, lecturer or even to Gwen Fish and/or the campus writing center -- this could have been a stronger paper.</td>
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<tr>
<td>“D” and Below Range – Unsuccessful Response</td>
<td>Work that earns a grade below a “C” indicates that the paper fails to demonstrate an adequate understanding of the assignment. A paper in this range may struggle with some/all of the following: does not define the term correctly as used in DOC. The paper may also have significant structural and sentence-level errors that distract readers from following its key points. It may also contain evidence of plagiarism. The student may not be a native English speaker or English might not have been her/his primary language at home. A paper in this range could have strongly benefited from: additional planning and outlining work; office hour visits with the TA or Gwen Fish; writing center appointments; and/or greater class participation.</td>
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