

# WELCOME BACK! APRIL 20TH

## Agenda:

- Welcome
- Boas' Office Hours
- Paper Refresher
- Calendar
- Time for Questions

## You'll Need:

1. To Open the Chat Bar (toggle over your screen & you'll see a speech bubble – tap on this)
2. Write a Haiku (5/7/5) about your Quarantine Experience

## Due (link on the website)

- Topic by Midnight (even those who provided this info in another form... thanks!)



THE PROFESSOR  
IS IN

## OFFICE HOURS

### Most days 8 AM – Noon

1. I will be by a computer so I can give quick responses via email.
2. If you want to have a conference, grab a buddy & let me know. We'll set something up!
3. If you miss my office hours, or think of something later in the day, still email me – I'll do my best to respond in a reasonable manner; however, do not count on anything until the next morning (probably before you wake up anyway :D)



# 11th S2 RESEARCH E.S.S.A.Y.

Humanities  
Dept. Rubric –  
[CLICK HERE](#)

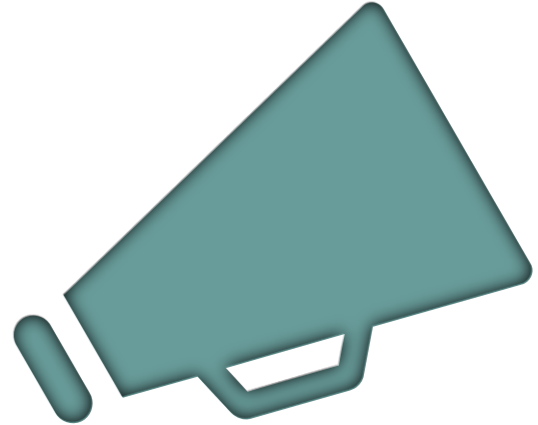
# 2<sup>ND</sup> SEMESTER E.S.S.A.Y.

**E**mbodying the  
**S**pecific  
**S**tudy on  
**A** focused topic of  
**Y**our choice 😊

# AIMS:

The purpose of this project is to help you understand the integrated nature of Humanities while also developing research, analytical writing and critical reading skills.

- Integrate Social Studies and Language Arts in one thesis-driven **essay**
- Use language analysis/a **language lens** (rhetorical appeals, propaganda techniques, etc.)
- Use OPCVL analysis
- Use common historical themes and language lenses from second semester



# POSSIBLE TOPICS... JUST A FEW

MORE SPECIFIC QUESTIONS ON THE WEBSITE UNDER ESSAY RESOURCES

## Civil Rights

- Blacks
  - MLK/Malcom X
  - Sports
- Women
  - Military
  - Glass Ceiling
- Indians

## Presidents

## Affirmative Action

## Wars:

- Cold War
- Korean War
- Vietnam War
- Iran-Contra

# LANGUAGE LENS DESCRIPTORS

**Language & Power:** How is language used to convey power or influence over others? What choices are being made in a text to inform, entertain, or persuade and what makes them effective? Consider propaganda, advertising, speeches, and rhetoric, as well as translation (including what can be lost in translation), the history of a language, and multilingualism/bilingualism.

**Conflict:** What conflicts arise within the text and how are they resolved, or why do they remain unresolved? How is conflict created? What is the resulting impact, or consequences of the conflict? Examine the use of differing perspectives on particular conflicts.

**Stereotypes:** Examine the role of stereotyping based on race, gender, class, sexuality, and the resulting impact on the individual and society. Consider the history of the stereotype and origin, as well as harmful effects on individuals and groups of people.

**Journalism:** Examine different forms of journalism and the impact journalism has on society. What is the function of journalism and different forms. Consider looking at news coverage online and in print, opinion pieces, blogs, etc.

**Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Examine the use of biased language within a text. What is the impact of the choices being made that are biased in favor of one side vs. another. Consider propaganda techniques such as card stacking as well as issues of censorship, differing perspectives, etc.

**The Media:** How does mass media use language and image to inform, persuade, or entertain? What political, educational, and/or ideological influence does the media have through different forms of communication?

**Gender & Power:** How does language surrounding gender convey or combat inequality? How does language surrounding gender create constructions of masculinity and/or femininity and what is the impact? How can gender and sexuality be constructed through language?

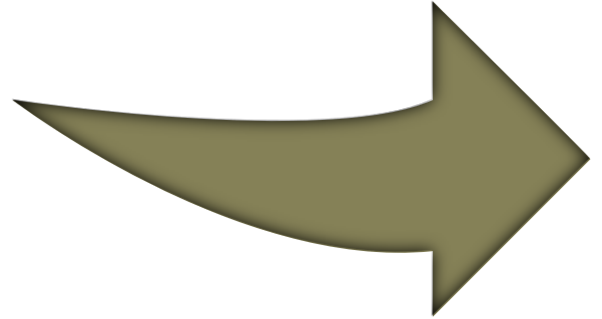
**Morality:** What determines whether or not something is moral or immoral? Consider how people use morality to persuade and influence others. Consider what consequences can arise when people or groups disagree over issues of morality?

**The State:** Examine the role of the government in the text and what power and influence the government holds in understanding the meaning of the text. What language specifically is used to convey government power? What persuasive language emerges within political speeches and what is the resulting impact?

# DIRECTIONS

You will choose a **post-1940s America** topic and explore both historical and language sources around the subject.

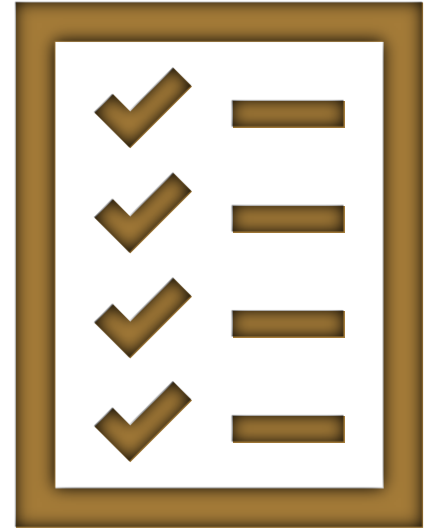
You will then craft a research question, evaluate sources, and craft a thesis driven analytical paper.





# REQUIREMENTS

1. Research Question
2. OPCVL and language analysis two differing primary sources, one secondary source with a clear perspective (historiographical, political, cultural, economic)
3. Thesis-driven paper—1900-2100 words
4. 7 sources total



# SOURCE EVALUATION COMPONENTS

Use OPCVL and language analysis for **two differing primary source and one secondary source with a clear perspective** that will be used in their investigation. In this section students must:

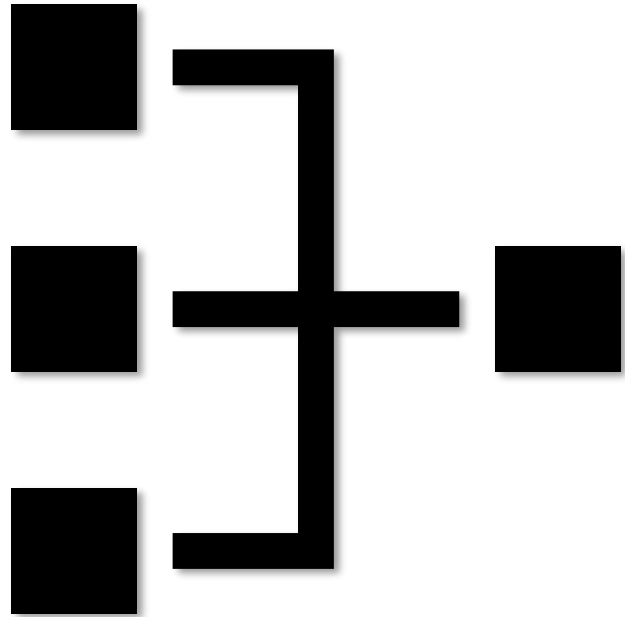
- Clearly state the **QUESTION** regarding your investigation (this must be stated as a research question)
- Include an **OPCVL** of the three sources you select for detailed analysis, including an explanation of their **relevance** to the investigation, **origins, purpose and content**, and the **value and limitations** of the three sources.
- Analyze the **language** of the three sources using analysis such as rhetorical appeals, propaganda techniques, etc.
- The source evaluation will be included in the final paper (but not in the final word count) and will be scored in the culminating category.



# PROCESS COMPONENTS

Outline including thesis, BTS, cited evidence, and analysis

Rough draft with Works Cited Page and Source Evaluation included

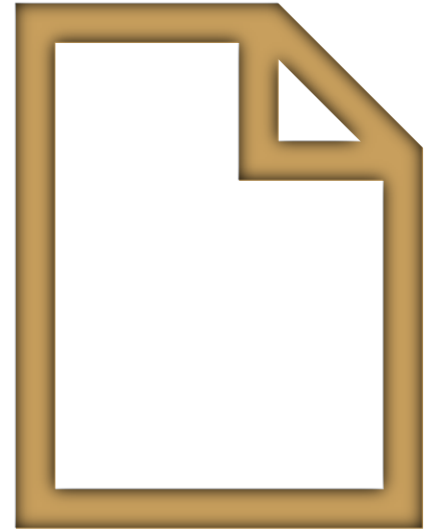


# CULMINATING COMPONENTS

Source Evaluation including OPCVL and language analysis

Final, thesis-driven essay

Scored using Humanities rubric



Monday	Tuesday	Wednesday	Thursday	Friday
April 20 <sup>th</sup>	21 <b>Preliminary Research</b> Topic by 11:59PM	22 <b>Research Day</b>	23 <b>Research Day</b> Research Question by 11:59PM	24 <b>Research &amp; Thesis Day</b>
27 <b>Research &amp; Thesis Day</b>	28 <b>Research &amp; Thesis Day</b> Thesis @ 11:59PM	29 <b>Research &amp; Outline</b>	30 <b>Research &amp; Outline</b>	May 1 <sup>st</sup> <b>Research &amp; Outline</b>
4 <b>Complete Outline</b> Outline Due @ 11:59PM	5 Break while Boas gives feedback	6 <b>Writing Day</b>	7 <b>Writing Day</b>	8 <b>Writing Day</b>
11 Rough Draft Peer Edit @ 1PM	12 <b>Writing Day</b>	13 <b>Writing Day</b> Final Due @ 11:59PM (=7'ish hours to write your essay)	14 Begin Fences	15

# PROPOSED CALENDAR

