

Portfolio #1 Assignment

Choose any of the essays in Unit 1 of *Open Questions* (but not the cartoon). You may use Saenz, Vowell, Abinader, Hughes, Kingston, Coles, Kingsolver, LaDuke, or Daniels' essay. Do some biographical research on the author of the essay – try the *Gale Biography Resource* under the du-Pont-Ball Library databases links. If you're using sources you find on the internet, please take extra care to check their accuracy: make sure that every piece of information you take from a web site is corroborated by other sources and not contradicted. Don't be afraid to check DuPont-Ball library for a book or a printed periodical article or two. When you have a pretty good sense of who this person is, and you're confident in your source material, you're ready to begin your paper.

Your paper should

- Explain the meaning of one or more related, important points the author makes in his/her essay in *Open Questions*
- Give a reasoned, speculative account of why the author makes that point, based on the biographical information you have found, using sources other than the *Open Questions* essayist him/herself
- Use the summarizing and quoting techniques in *They Say, I Say* to lay out evidence for your explanations.

Requirements:

- 3-6 pp. length
- At least one source besides the *Open Questions* essay, documented in MLA style (see *Guide to Writing at Stetson*).

A completed portfolio consists of the following:

- Your final draft
- Your first draft (the one you brought to the conference during the writing week)
- A reflective essay explaining revisions you made to your paper (what you changed and why, and what suggested changes you chose not to make and why), and *explaining how you verified the accuracy of your sources*.

Portfolio #1 Assessment

Basics:

- Does the final draft meet the length requirement (3-6pp)?
- Has the final draft used at least one source beyond the *Open Questions* essay?
- Is the portfolio complete (if not, what's missing)?

- Is the final draft formatted correctly?
- Does the critical reflection address all numbered comments on the draft?

How well does the final draft explain the meaning of one or more important points made in the *Open Questions* essay? Did revision improve this aspect of the paper?

How well does the final draft explain why the author thinks what he/she does? Did revision improve this aspect of the paper?

How well is the research used? Is it well-integrated, are quotations explained, are sources reputable, are biases in sources taken into account? Did revision improve this aspect of the paper?

How well is the final draft documented (footnotes and bibliography), and how well does it follow MLA rules?

Is the sentence structure clear and relatively concise? Did revision improve this aspect of the paper?

Group Conference #1 Protocol

Do this for each paper:

1. Have the writer read it aloud, slowly and as clearly as possible. Don't stop the reading to correct anything, just keep going.
2. As the writer is reading the paper, everyone else needs to be marking the paper. Mark the following: (use *, , underline, whatever: just be clear)
 - a. Main points from an *Open Questions* essay summarized in the paper
 - b. Reasons the writer gives in support of his/her assertions
 - c. Quotations & summary/paraphrases + in-text parenthetical documentation
 - d. Any sentence that isn't immediately clear to you.
3. After the writer has finished reading, take a couple of minutes to look back at the paper & mark anything else you think is worth discussing.
4. Comment on the questions below, one by one, in order. The writer should not be speaking unless asked a question; the writer should be taking down notes on his/her paper based on the conversation. The facilitator (Joel or Coral) usually speaks last, and his/her main role is to summarize comments made by student editors.

What is the main point from the *Open Questions* essay that the paper is trying to explain?

Why does the author of the *Open Questions* essay think what he/she does?

Mark places where quotations are introduced and where they are explained (or not, or not clearly). After the writer is done reading aloud, comment on what works and what doesn't.

Mark places where the paper documents its sources, both in the text and in the Works Cited page. After the writer is done reading, mark where the paper varies from MLA rules as you understand them.

Mark very clear and/or concise sentences. Mark sentences about whose meaning you're not that certain; mark words or phrases that give you trouble. We'll talk about these.

Graded draft of paper
(see assessment sheet at end).

Julia Linzer
Writing and Rhetoric/Portfolio #1
Dr. Davis
February 8, 2010

Paper was revised again at end
of semester.
That is the "clean" draft.

Eye-opening
title!

My Mother Donated Parts of my Heart

It is interesting to think how human beings try to understand themselves and their own behavior. Robert Coles, an award-winning psychiatrist, studies ~~many~~ age groups to understand the moral and ethical values ~~the~~ parents teach their own learning children. In his essay, *I Listen to My Parents and I Wonder What They Believe*, ~~he~~ reveals his interest in the children's fundamental growth – more like a fibrous root system – his interest in rules of “do’s and don’ts”) and questions and answers to surface education of all directions (Coles). Coles’ main point is that children develop their persona^e by reenacting their instructing parents. The first moral issue a child would encounter, the parents will immediately accept or reject the predicament. Regardless, the parents will give their two cents “because I said so,” still rings in my head. As a child, we usually do not ask why, but we listen anyway. Either it is humanity’s system that enforces the offspring to observe and report or it is the so - called natural instinct, but Coles implies, we just “sort of copy them”). Not every move the child makes will be correct – trial and error – simply, just learn from the mistake. Finally as the result, when ~~the child is an~~ ^{children become} engaging adult, ~~he or she~~ ^{then} most likely will be a spitting image^s of their mother^s and father^s combined. [My brother and I ~~endlessly~~ laugh at each other because of the oddness of how he has the ~~resembling~~ voice of my father, but my mother has given me the free- spirited beliefs.]

still needs to be revised for clarity

Reading

imitating their

opinion!

should from 3rd person to 2nd person

children become

psychiatrist

You need to explain what these gaps are

rev + moved from end

Clyde Kluckhohn is a social anthropologist and psychiatric ~~who~~ ^{monograph} discusses and fills the gaps for Coles’ theory. In his first novel, “Mirror for Men,” chapter two ~~has an extensive details~~ ^{of} how culture embraces and defines life. Supporting Coles through his own transformation –

a novel is a long work of prose fiction

Whose transformation?

child becomes mother and father – it is an uncontrollable transformation because each specific “culture constitutes a kind of blueprint for all of life’s activities” (Kluckhohn). ~~There is nothing to specifically study in becoming an adult within a family, but~~ ^{studies the of} ~~matter of the fact is that one is~~ ^{the fact of the matter?} ~~destined to transform regardless.~~ ^{rather}

See space after words cited

The text from Cole’s biography explains his parents as tender and charitable people who has bred a son of their own kind. He’s a hard working and unselfish student, who tremendously became involved with children in need. First, he envisioned being a pediatrician for kids with leukemia and polio, but then he decided to be a listener, which seemed more important to the kids who wanted to interact. ^{The father? or Cole?} This generous man mirrors the footsteps of his mother. Her monthly copy of the *The Catholic Worker*, “the newspaper Dorothy Day founded in the 1930s,” would be discussed with the father in intriguing conversations. Cole, as a third party observer, is a child with a brain of a sponge. Coles admits he is still “loyal to many of my [kids] ~~[Cole’s] parent’s~~ ^{of} values – their preference for novels and short stories as a means of moral and social (and yes, political) reflection” (The Life of Dr. Martin R. Coles). Through his dedication to work, he displays how he has grown to handle the world as his mother and father might have done so earlier.

Who are they?

this is not listed among works cited

Although Cole’s theory ^{is} this generated theory ^{is} very true, ^{often the parents} however, there are circumstances ⁱⁿ which the child will ^o choose to be slightly different because he or she may feel uncomfortable in the situation. For example, a parent may expect the child to one ^{But} day run the family business. ^{What} What happens if the child is happier in a different field of occupation? Is it wrong for the child to ^{pursue?} endure his or her dreams, or it is like the Indians who the son is obligated to protect the tribe? Parents force their inputs upon their children too much. The idea of a child processing what they are constantly given to do is similar to the actions of eating, swallowing, digesting, eating,

num #

Confusing

swallowing, and digesting – and so on. This repetitious notion also may be referred to as the “banking concept,” which Paulo Freire, a theorist of education, has invented. The parents will deposit information, and either the child will consume it or it will go through an ear and out the other. ~~This is great and all, but really, it's not.~~ This concept destroys the child's energy for imagination and innovative voice ^{to be heard}. I guess if the child deviates, it may be called rebellion. However, it would be an effective way for fast maturity and on the spot judgment to make good choices – I mean – I rebelled and turned out just fine.

An example of the ~~exception to~~ Coles' main point would be a little boy, who escaped the immoral conflict of racism, for which his father originally set the tone. The 1960s was a period of integrating whites and blacks for the first time in public places – schools specifically. The father, an “ardent segregationist,” obviously shared the distinction between whites and black – his input was that “none of us white people would go into schools with the colored” (Coles). It must have been a rude awakening for the father because many changes were occurring. The young Coles seemed exceedingly aware and confused, but soon came to realization that he has new friends. His father's voice inside him still screamed, “maybe it isn't right” to be in schools together. After playful interaction, however, he takes action and decides, “to say hello to the colored, because they're kids, and you can't be mean or you'll be ‘doing wrong,’ like my grandmother says” (Coles). Coles includes this story because through his psychiatric studies with children, he notices the early moral and ethical encounters younger ages must take control for themselves. The parents may give advice, ~~yes, as they always do~~ but the child matures through sorting the balance between “just” and the “unjust” – or deciding what feels right to him or her.

So this rebellion is an exception to Coles's story?

of education

criticized, not invented

As we discussed in the conference, Freire criticizes the banking concept of education. See on p. 2 of 12 of Freire which was have attached

revisit - here was also suggested

Walt, Coles was the little boy with racist parents. The beginning of this presents this "little boy" as if he were someone other than Coles - as if he were the object of one of Coles's studies

The foundation of Martin R. Coles' studies derives from the concept of culture, which in comparison, Clyde Kluckhohn's book supports Coles through his modification into his caring mother. Culture is not a genetic transmit – or a disembodied force for say – it is a “biological process” (Kluckhohn) that influences every action, thought, or feeling. Unrealized, parents will control every aspect within the child's life, such as “Bible, the flag, history, novels, aphorisms, philosophical, political sayings, personal memories;” only to have their child understand appropriate behavior, or to not become a menace rather. On the other hand, when a child does deviate from his or her parents' plan, Freire theorizes that the “banking-concept” is a destructive path for raising children. The parents' coerced methodology upon their children is flawed because it hides the child's personality of who he or she may want to become. For my children, I believe in guiding my children when help may be needed- not instructing step ^{by} after step. Someday after that child grows and sees themselves for who they are, he or she will input their wonderful gifts to the world.

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So culture is the hub in Coles' theory?

Who or what is Unrealized?

These are every aspect of = child's life?

→ Not clear how/why Kluckhohn's book supports Coles's theory. Who is being modified into whose caring mother? And how is this modification being achieved? Who is doing the modifying? ~~So~~ At least 2 complete sentences are needed to explain all this.

Work Cited

Anderson, Chris and Lex Runciman. "Open Questions: Readings for Critical Thinking and Writing". I

Listen to my Parents and I Wonder What They Believe. Robert Coles. New York. 2005.

Freire, Paulo. "Pedagogy of the oppressed". New York: Herder and Herder, 1970.

Kluckhohn, Clyde. "Mirror for Man, The Navaho, Culture and Behavior: Collected Essays".

New York: Fawcett, 1944.

* The text from Cole's biography, explains, his
 parents as tender and charitable people people who ~~has~~
 have
 bred a son of their own kind.

The problem here is the way the verb, "explains" is used.
 Since you are predicating traits to the parents here, "explains" needs
 to be followed by a dependent clause (with its own subject and verb):
 "explains that his parents are tender and charitable people..."

Portfolio #1 Assessment

Basics:

- Does the final draft meet the length requirement? *Yes*
- Has the final draft used a minimum of three sources beyond the Open Questions essay? *Yes*
- Is the portfolio complete (if not, what's missing)? *Yes*
- Is the final draft formatted correctly? *Yes*
- Does the critical reflection address all numbered comments on the draft? *Yes*

How well does the final draft explain the meaning of one or more important points made in the Open Questions essay? Did revision improve this aspect of the paper?

neither It seems to argue that Cole's claims children learn morality from their parents, but that Cole overlooks the fact that children also learn morality from their culture and, perhaps, from rebelling against their parents.

revision hindered or helped

How well does the final draft explain why the author thinks what he/she does? Did revision improve this aspect of the paper?

On this point the paper is confusing, especially in the 1st & 2nd bottom of pg 3 - revision does not affect this aspect.

How well is the research used? Is it well-integrated, are quotations explained, are multiple sources used, are sources reputable, are biases in sources taken into account? Did revision improve this aspect of the paper?

A good selection of relevant thinkers are surveyed: these are well-chosen. Unfortunately, they are not always summarized cleanly or accurately.

How well is the final draft documented (footnotes and bibliography), and how well does it follow MLA rules?

Documentation is good, except for one source cited in text but missing from Works Cited.

Is the sentence structure clear and relatively concise? Did revision improve this aspect of the paper?

You are right to focus on transitions: links between ideas - good. More work has to be done here and it begins to accurate & clear summaries

This is where we need to do most of the work. Please see me & bring a clean copy of your final draft, along with this portfolio. We'll work through 2-3 sentences together, and then see if you can spot mixed constructions & edit them yourself.

Writing and Rhetoric/Portfolio #1
Dr. Davis
February 8, 2010

My Mother Donated Parts of my Heart

It is interesting to think how human beings try to understand themselves and their own behavior. Robert Coles, an award-winning psychiatrist, studies age groups to understand the moral and ethical values parents teach their own learning children. His essay, *I Listen to My Parents and I Wonder What They Believe*, reveals his interest in the children's fundamental growth – more like a fibrous root system – his interest in rules of “do's and don't's”, and questions and answers to surface education of all directions (Coles). Coles' main point is that children develop their personae by reenacting their own instructing parents. Yes, parents should be listened to, but imitation limits the children's experience of growing up. The first moral issue a child would encounter the parents will immediately accept or reject the predicament. Regardless, the parents will give their opinion – my parents would vaguely say, “because I said so,” as if the saying would immediately make me understand. As a child, one usually does not ask why, but will listen anyways and carry on. Either it is humanity's system that enforces the offspring to observe and report or it is the so - called natural instinct, but Coles implies, children just “sort of copy them [the parents].” Not every move the child makes will be correct. Life is a tedious cycle of trial and error. Finally as the result, when the children become engaging adults, then they will most likely be spitting images of their mothers and fathers combined.

Clyde Kluckhohn, a social anthropologist and psychiatrist discusses and fills the gaps for Coles' theory. The gaps lie where Coles does not clarify why the child imitates their parents. Kluckhohn's elucidation uses the cultural aspect to imply why any child matures in this natured

transformation. In Kluckhohn's first monograph, "Mirror for Men," chapter two details how culture embraces and defines life. Supporting Coles' theory of a child who mirrors the mother and father, this nature of an uncontrollable transformation occurs because each specific "culture constitutes a kind of blueprint for all of life's activities" (Kluckhohn). Nothing specifically studies the becoming of an adult within a family, but fact of the matter is, that rather one is destined to transform regardless.

The text from Cole's biography explains that his parents are tender and charitable people who have bred a son of their own kind. He's a hard working and unselfish student, who tremendously became involved with children in need. First, he envisioned being a pediatrician for kids with leukemia and polio, but then he decided to be a listener, which seemed more important to the diagnosed kids who wanted to interact. Cole is a generous man who mirrors the footsteps of his mother. Her monthly copy of the *The Catholic Worker*, "the newspaper Dorothy Day founded in the 1930s," would be discussed with the father in intriguing conversations. Cole, as a third party observer, is a child with a brain of a sponge. Coles admits he is still "loyal to many of his parents' values – their preference for novels and short stories as a means of moral and social (and yes, political) reflection" (The Life of Dr. Martin R. Coles). Through his dedication to work, he displays how he has grown to handle the world as his mother and father might have done so earlier.

Although Coles' theory is very true, there are circumstances in which the evidence does not support the theory. These situations are identified when the child does not mature to become the spitting image of their parents. If a child is uncomfortable with the predestined path, he or she will deviate to improve their future. For example, a parent may expect the child to one day run the family business, but what happens if the child is happier in a different field of

occupation? On the other hand, perhaps the parents are divorced and have drug addictions. Is it wrong for the child to pursue his or her dreams? Sometimes, parents force their inputs upon their children too much. The idea of a child processing what they are constantly given to do is similar to the actions of eating, swallowing, digesting, eating, swallowing, and digesting – and so on. This repetitious notion also may be referred to as the “banking concept; of education” which Paulo Freire, a theorist of education, has analyzed. The parents will deposit information, and either the child will consume it or it will go through an ear and out the other. This concept destroys the child’s energy for imagination and their innovative voice. I guess if the child deviates, it may be called rebellion. Any deviation from Coles’ theory may be called this, but the rebellion must be beneficial. This defiance would be an effective way for fast maturity and on the spot judgment to make good choices – I mean – I rebelled and turned out just fine.

An example of Coles’ main point is emphasized in a short story about a little boy who escaped the immoral conflict of racism, for which his father originally set the tone. The 1960s was a period of integrating whites and blacks for the first time in public places – schools specifically. The father, an “ardent segregationist,” obviously shared the distinction between whites and black – his input was that no “white people would go into schools with the colored” (Coles). It must have been a rude awakening for the father because many changes were occurring. The young boy seemed exceedingly aware and confused, but soon came to realization that he has new friends. His father’s voice inside him still screamed, “maybe it isn’t right” to be in schools together. After playful interaction, however, he takes action and decides, “to say hello to the colored, because they’re kids, and you can’t be mean or you’ll be ‘doing wrong,’ like my grandmother says” (Coles). Coles includes this story because through his psychiatric studies with children, he notices the early moral and ethical encounters younger ages must take control for

themselves. Parents may give advice, but children mature through sorting the balance between “just” and the “unjust” – or deciding what feels right to him or her.

The foundation of Martin R. Coles’ studies focuses on the concept that it’s not the child’s will power to determine whom he or she may so desire. In comparison, Clyde Kluckhohn’s book supports Coles’ modification into his caring mother. Coles’ theoretical gaps are filled by understanding culture is not a genetic transmit – or a disembodied force for say – it is a “biological process” (Kluckhohn) that influences every action, thought, or feeling. Parents do not realize that they will control every aspect within the child’s life, such as “Bible, the flag, history, novels, aphorisms, philosophical, political sayings, personal memories;” only to have their child understand appropriate behavior, or to not become a menace rather. These aspects are unavoidable because the child expands in a house or a private school that will limit their horizons. On the other hand, when a child does deviate from his or her parents’ plan, Freire supports the child’s decision because the “banking-concept” is a destructive path for raising children. The parents’ coerced methodology upon their children hides the child’s personality of who he or she may want to become. I believe in guiding my children when help may be needed- not instructing step by step. Someday after that child grows and sees them self for who they are, he or she will input their wonderful gifts to the world.

Work Cited

Anderson, Chris and Lex Runciman. "Open Questions: Readings for Critical Thinking and Writing". I

Listen to my Parents and I Wonder What They Believe. Robert Coles. New York. 2005.

Freire, Paulo. "Pedagogy of the oppressed". New York: Herder and Herder, 1970.

Greene, John. *Robert Coles*. The Life of Dr. Martin R. Coles. 2003.

<<http://www.learntoquestion.com/seevak/groups/1999/sites/coles/bio.htm>>

Kluckhohn, Clyde. "Mirror for Man, The Navaho, Culture and Behavior: Collected Essays".

New York: Fawcett, 1944.