

English 110 Curriculum

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Summer 2012

UNIVERSITY OF
DELAWARE



1743

Introduction

To our fellow graduate students,

We have designed this curriculum as a resource for teaching English 110 at the University of Delaware. We intend for this to be a model, a possibility, and by no means the only way to teach a class. With this said, this curriculum can be used in a number of ways.

It should be noted that we intend for instructors to use *The Allyn and Bacon Guide to Writing* and *The Arak Anthology* with the lessons provided. In an ideal world, all instructors will be using the Sakai website. Many of our lessons include supplementary material. If this material is posted under "Resources" in the Sakai website, you can hold students accountable for printing this material and bringing it to class. As an instructor, your copies are limited.

This curriculum can be used from start to finish for those teaching twice a week, for one hour and fifteen minute blocks. This curriculum follows the syllabus we have provided. Within this trajectory, we have given you twenty-eight lesson plans that are complete with an objective, required materials, a step-by-step procedure as well as homework, if applicable. Each week is also organized by an objective in order to reinforce one concept or skill at a time. Also worthy of noting, your library days and computer lab days will most likely differ from ours. Your computer days are pre-assigned (although to some extent, they can be negotiated) and you must request library days through the library research assistant.

Within each lesson, there are links to handouts including but not limited to prompts, sample papers and worksheets. All handouts, prompts and rubrics can be found in the folder titled "Handouts and Prompts." There is a universal grading rubric that correlates to the exploratory essay, rhetorical analysis and research paper. In addition, there is a rubric for the image analysis. In a separate folder entitled "PowerPoint," you will also find several supplementary presentations for your convenience. Last but not least, you will find a folder dedicated to sample student papers. This folder provides three examples of a research paper, three examples of an exploratory essay and three examples of an image analysis. At this time, we do not have a sample rhetorical analysis but we look forward to attaining models in years to come.

This curriculum can also be used for those teaching three times a week. Each lesson has a stop point built in after forty-five minutes that allows you to end your class at a logical place. If this scenario applies to you, please refer to the *Extra Lesson Plans* section built into the end of this curriculum. In this section, you will find what we refer to as "canned" lessons. These lessons reinforce specific writing skills or concepts without needing a specific place in the curriculum. These lessons respond directly to the needs of your class. For instance, when you discover that your class needs work on avoiding the passive voice, you will refer to the lesson on passive voice. It is at your discretion to determine the appropriate time for these lessons.

We genuinely hope that this resource will continue to expand and evolve. We will be honored if you try some of our methods and we welcome suggestions. Our hope is to make these ideas as accessible and dynamic as possible.

Wishing you the best of luck,

Rachael Zeleny and Mike Stadnycki

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Course Syllabus
English 110: Critical Reading & Writing, Spring 2009
(Days of the Week, Class Times, Building, Room)

(Instructor Name)

Office:

Mailbox:

Office Hours:

E-mail:

Course Description and Objectives:

This course is designed to teach you the methods used by writers to achieve certain effects and objectives. Through the work we do this semester, you will attempt to appropriate these techniques for your own writing. Our focuses will include the rhetorical analysis of addressing audience, defining purpose, and deciding on appropriate genres for our writing. Since good writing doesn't happen in one attempt, we will draft and redraft our own writing to hone our arguments and rhetorical strategies with the help of peer revision and one-on-one conferences. This course will give you the skills to succeed in academic writing and critical thinking in this class and beyond.

Required Texts and Supplies:

- *The Allyn & Bacon Guide to Writing*. Concise 5th ed. John D. Rampage, John C. Bean, and June Johnson. New York: Pearson, Longman, 2008
- *The Little Penguin Handbook*. 2nd ed. Lester Faigley. New York: Pearson, Longman, 2008.
- *The Arak Anthology*. 15th ed. Newark, DE: University of Delaware, 2008-2009.
- Class Notebook.
- Paper and Printing supplies.

Brief Essay Descriptions:

All page limits are intended as double spaced pages.

Essay 1 – Rhetorical Analysis (4-5 pages)

For this essay, you will respond to one of the essays in the *Arak Anthology*. You will summarize the argument of this paper and analyze how this argument achieves (or does not achieve) its effectiveness. Once you have analyzed its rhetorical methods through a discussion of ethos, pathos, and logos; you must either agree with the argument or disagree, finding two sources to support your argument.

Essay 2 – Exploratory Essay (6-8 pages)

This essay is designed to knock out the difficult part of your research for the large research paper that will follow. In this paper, you will walk me through your research process as you search for information and your argument. This paper should begin with a topic, and end with your argument about that topic. In order to get to your argument, I want you to introduce the sources you found and how they impacted your argument. While this paper is less formal than most of the papers we will write, I want you to focus on how your research leads you to an argument, not your opinion about the sources.

Essay 3 – Research Paper (10-12 pages)

For this paper, you will use the work you have done in the Exploratory Essay to develop a logical and well-researched argument. You will use closed-form prose to create a strong, tension-filled, and *specific* thesis which indicates your strong stance on the topic. Your paper should include at least one source per page, and these sources should be used to support and add to your argument, not to write the paper for you. Your sources must be turned in along with the final draft.

Essay 4 – Image Analysis, Part 1 (2 pages)

For this short essay, you will create your own advertisement. The accompanying two page essay will identify the audience, message, and techniques used in your original work.

Essay 5 – Image Analysis, Part II (4-5 pages)

For this essay, you will pick an image (most students choose to pick ads in magazines) and analyze the ways in which advertisers/artists appeal to audiences using pathos, ethos, and logos. I want you to focus closely on your reading of the image (i.e. How do colors, objects, and words either skew or enhance what is being advertised). Please attach a copy of your ad to the paper itself for my viewing purposes.

Peer Letters

You will be expected to provide written feedback to your peers' essays for each peer review days. See the Peer Letter prompt for specific information.

Major Due Dates:

Rhetorical Analysis – September 24th

Exploratory Essay – October 22nd

Research Paper – Thursday, November 19th

Image Analysis Part I and II – Tuesday, December 8th

Presentations:

At the end of this course, you will give a five-minute presentation on the argument in your research paper (not read from the paper). This presentation should include the major tenants of your argument as well as a place you could seek further analysis to expand upon the research you've already completed.

Revision Policy:

In an effort to continually rethink your own work in critical ways, I will allow you to formally revise the Rhetorical Analysis and Exploratory Essay, though there will be built-in revision in the process of writing every paper. In order to revise, you must have a 1-on-1 meeting with me to discuss a revision plan, and turn in any drafts along with the first graded copy. *Additionally, you will have to write a one-page revision letter detailing (specifically!) the changes you made to your essay and how these changes enhance your work.* Your paper must show significant changes to receive an improved grade.

Attendance:

You are expected to attend every class period having done the reading/homework, ready to actively participate in class activities. Because much of our class will revolve around peer revision and group work, you will receive a grade on both class participation and peer revisions (which will be graded on the rough drafts turned in with all assignments); both require you to be in class. Because I realize that there

are exceptions, I allow three missed classes before your grade is affected, dropping a third of a letter every subsequent miss (A- to B+). With that said, I am not concerned with why you miss class, but *only three absences* will be excused for *any reason*. Use your absences appropriately and wisely.

I am not the person to consult for missed information; ask classmates. Because revision and peer review is such an essential part of the process in this class, attending peer review days without assigned work will result in an absence for the day.

Additionally, if you are absent on the day an assignment is due, you must submit it to me electronically by the time class starts as well as bringing a paper copy to me either in my office or during the next class meeting. Failure to do this will result in a 20% drop in grade daily (not from class to class, each day) until the work is submitted.

Emergency Absences:

If serious illness, family emergencies, or other crises occur during the term, you must contact the Dean of your College as soon as possible. Don't wait. The Dean's office can assist you in notifying faculty and in validating you absences for professors. Such validation will be necessary for this class in order for you to make up missed work.

Lateness:

Entering class late is disrespectful to me and your fellow students. Thus, whether you are a minute late or ten minutes late, you are disrupting my classroom. Should you arrive to class late more than three times in the semester, your participation grade will decrease and you will be marked with an additional absence. If you arrive later than 15 minutes to a class, you will be marked absent. The same goes for leaving early without prior notice.

Conferences:

Because we will be canceling class periods to conference 1-on-1 regarding your research paper, I view these as class events you must attend. If you do not attend, you will be marked absent, and your class participation will drop. Though this is the only assigned time for conferences, you are encouraged to meet with me at any time during office hours (try to let me know you're coming by email or verbally) for any reason (grades, drafts, chatting about work, etc.).

Evaluations:

A final expectation of this course is for you to complete an online student evaluation. This survey will be available for you to complete electronically during the last two weeks of the semester. Apart from being an expectation for this course, your evaluation provides valuable information for my future teaching and to the English Department.

Academic Integrity:

Any work that you submit must be your own, no exceptions. Any words, ideas, or data you borrow from others' work must be cited/properly documented in MLA format. Failure to do either of these is considered plagiarism, and the University of Delaware severely penalizes plagiarism and other forms of academic dishonesty.

Classroom Decorum:

I would like my classroom to be a comfortable environment where you can express your ideas, opinions, and ask any question. To this end, please be respectful of each other; I will not tolerate disruptive/disrespectful students in my classroom and reserve the right to ask you to leave if I feel necessary, resulting in an absence for the day. Additionally, feel free to eat, drink, and chew gum in class; but don't go overboard. You may leave class to use the bathroom or get a drink without asking permission, but please do so quietly and courteously. Finally, all cell phones must be on *silent or off, not on vibrate and certainly not with any volume.*

Grading Scale:

In this course, you will be graded on the quality of your written work as well as participation and attendance. You are expected to turn work in on time at the beginning of class unless otherwise instructed. If you are absent, work is to be turned in to me electronically *before* class begins.

Rhetorical Analysis ...	5%
Exploratory Essay ...	15%
Research Paper ...	30% (10% points for drafts and source packet)
Image Analysis, Part I ...	10%
Image Analysis, Part II ...	15%
Presentation ...	5%
Peer Review ...	10%
Participation ...	10%

Possible Percentage: 100%

Percentages:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	below 60	F

NOTE: You *must* receive a C- or higher to pass this course.

Additional Information:

Students with Disabilities:

During the course of this semester, some students will utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special need, please let me know as soon as possible if you need special accommodations. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability centers on campus.

Writing Center:

The Writing Center in 016 Memorial Hall provides free one-on-one instruction to students who have writing assignments in this or any course. You should go online to make an appointment at www.english.udel.edu/wc/. Appointments are offered on a first-come, first-served basis, so you should make your appointments as far in advance as possible.

Communication:

I will frequently communicate with you by email via your University account. It is your responsibility to check this account for my messages. I check my email at least three times a day, so you should forward any questions to my University account (Insert Email).

Course Calendar: (I reserve the right to alter due dates and daily topics as necessary)

All assignments/readings are to be completed for the day on which they are listed. I will notify you in advance of any changes on the syllabus. It is your responsibility to complete all assignments listed regardless of whether or not I make a formal announcements.

AA: Arak Anthology

A&B: Allyn and Bacon

LP: Little Penguin

S: Sakai (all prompts and handouts can be found in the Sakai “resource” section). Students are responsible for printing handouts, prompts and other resources.

Date	Focus	Required Text	Assignment
Week 1: Thinking Rhetorically			
Day 1 Tuesday, Sept 1 st	Introductions and Syllabus	- AA	- Assigned: Choose an essay that you would like to work with for a rhetorical critique. - S: Print: Rhetorical Analysis Prompt Sample Movie Review
Day 2, Thursday, Sept 3 rd	Thinking Rhetorically about Writing	- A&B - Rhetorical Analysis Prompt - Sample Movie Review	- Assigned: Rhetorical Analysis - S: Print: Movie Review Questions
Week 2: Reading Rhetorically			
Day 3 Tuesday, Sept 8 th	Writing for a Purpose	- A&B - Sample Movie Review - Movie Review Questions	- S: Print: Palin/Biden transcripts - Work on Rhetorical Analysis
Day 4 Thursday, Sept 10 th	Ethos, Pathos and Logos	- A&B - Palin/Biden Transcripts	- Electronically submit draft of Rhetorical Analysis to peers by Friday at 5pm.
Week 3: Reading with Purpose			
Day 5 Tuesday, Sept 15 th	Angle of Vision	- A&B	-Read peer draft and write a letter of feedback for next Tuesday’s peer review.

Day 6 Thursday, Sept 17 th	Learning how to Peer Workshop	- A&B	Read Peer drafts and provide a letter of written feedback.
Week 4: Writing Rhetorically			
Day 7 Tuesday, Sept 22 nd	Workshop	- LP - A&B - Draft of your own essay - Peer Letter	- Revise Rhetorical Analysis - A&B pp 12-18, 41-48 - Print Problematic Questions Worksheet
Day 8 Thursday, Sept 24 th	Thesis and Topic Sentences	- DUE: Rhetorical Analysis - A&B - AA	- S: Print: Plagiarism Worksheet
Week 5: Incorporating Sources			
Day 9 Tuesday, Sept 29 th	Paraphrasing	- A&B - Plagiarism Worksheet - Paraphrase Worksheet	-S: Print: Research Prompt
Day 10 Thursday, Oct 1 st	- Plagiarism - Introducing the Research Paper	- Research Paper Prompt - Syllabus - Plagiarism Worksheet - "Is it or isn't it (Plagiarism)? Worksheet - A&B	-S: Print Exploratory Essay Prompt
Week 6: Evaluating Sources			
Day 11 Tuesday, Oct 6 th	- Library: Delcat, Worldcat, Databases, and Refworks		- Assigned: Exploratory Essay - A&B, pp 331-4; pp 238-41 - Print Mosh Pit Handout
Day 12 Thursday, Oct 8 th	- Computer Day/ - Evaluating Sources - Exploratory Essay	- Exploratory Essay Prompt - Mosh Pit Handout	- Submit a tentative topic by class today.
Week 7: Developing Ideas			
Day 13 Tuesday, Oct 13 th	- Computer Day - Worldcat, Delcat, Databases, Refworks	- Any written work completed on your Exploratory Essay	- Work on Exploratory Essay
Day 14 Thursday, Oct 15 th	Introductions	- AA	- Finish draft of Exploratory Essay - Read peers' essays - Write Peer Letter - A&B pp 312-9
Week 8: Organization			
Day 15 Tuesday, Oct 20 th	Peer Workshop	- Draft of your own Exploratory essay - Peer Letter	- Finish Exploratory Essay
Day 16 Thursday, Oct 22 nd	Paragraphing and Transitions	- DUE: Exploratory Essay	- Email first four pages of drafts by Saturday, 10pm - A&B Appendix A p 362-369 - Print MLA Citation Handout - Print Incorporating Sources Worksheet
Week 9: Formatting and Citation			
Day 17	MLA	- LP	- Prepare full drafts for

Tuesday, Oct 27 th		- A&B - Incorporating Sources Worksheet - MLA Citation Handout	peer workshop
Day 18 Thursday, Oct 29 th	First Draft Workshop	- Peer Letters - Peer Drafts	- Prepare full draft for Conferences with instructor.
Week 10: Conferences			
Day 19 Tuesday, Nov 3 rd	Conferences	- Your completed draft - <i>At least</i> five specific, written questions for the instructor. - Works Cited page	- Keep working on and revising your Research Paper
Day 20 Thursday, Nov 5 th	Conferences	- Your completed draft - <i>At least</i> five specific, written questions for the instructor. - Works Cited page	- Keep working on and revising your Research Paper
Week 11: Challenging Ideas			
Day 21 Tuesday, Nov 10 th	Counterarguments	- A&B - AA	Bring to next class: - Copies of Research Drafts - Highlighter - Three Colored Pencils
Day 22 Thursday, Nov 12 th	- Self-Revision/Peer Revision: After-the-Fact Outlines Highlighting Color Coding	- A&B - Copies of Research Drafts - Highlighter - Three Colored Pencils	- Revise drafts for Tuesday's peer workshop.
Week 12: Understanding Visual Rhetoric			
Day 23 Tuesday, Nov 17 th	Peer Workshop	- Peer Letters - Peer Drafts	- Revise drafts with peer comments in mind. - Finish Research Paper - Bring a magazine of your choice - Print Image Analysis Part I and Part II
Day 24 Thursday, Nov 19 th	- Image Analysis - How Images Persuade	- DUE: Research Paper and Source Packet - Magazine of your choice	- Begin working on Image Analysis Part I and II
Week 13: Applying Visual Rhetoric			
Day 25 Tuesday, Nov 24 th	Image Analysis: Ad Campaigns	- Magazine of your choice	- Two Page explanation of your advertisement and staple it to original ad. - Work on presentations. - Print Presentation Rubrics for each student presenting
Thursday, Nov 26 th	Thanksgiving Break	No Classes	- Prepare for your upcoming presentation. - Work on Image Analysis Part I and Part II
Week 14: Persuasive Speech			
Day 26 Tuesday, Dec 1 st	Presentations	- Presentation Materials - Presentation Rubric	- Print Presentation Rubrics for each student

			presenting
Day 27 Thursday, Dec 3 rd	Presentations	- Presentation Materials - Presentation Rubric	- Print Presentation Rubrics for each student presenting
Week 15: Persuasive Speech			
Day 28 Tuesday, Dec 8 th	Presentations	- DUE: Image Analysis Part I and II - Presentation Materials - Presentation Rubric	Good luck with finals, and enjoy your winter break!
Thursday, Dec 10 th	Reading Day	No Classes	

Lesson Plans:

Week 1: Introducing the Course and Thinking Rhetorically:
Students will negotiate what they already know about how they read, write and evaluate the rhetoric of our modern society.

Day 1:

Objective: Introduce the students to course expectations and syllabus

Materials: [Class Set copies of Syllabus](#), computer (if instructor uses Sakai), Arak Anthology

Procedure:

1. Pass out syllabus to students.
2. Review syllabus.
3. Ask each student to write one question about syllabus and turn it in anonymously.
4. Answer questions about syllabus.
5. Use projector and computer to show students how to access and navigate your Sakai site, if relevant.
6. Ask each student to write a "Wanted" ad for their ideal instructor. What things do you like for an instructor to do in a class? What things are undesirable?
7. Share responses with class. Address areas of difference between their expectations or hopes and how the class will actually function.
8. Students will take out the Arak Anthologies and instructor will explain how this anthology was created.

Homework:

1. Students will read all of the essays from the Arak and choose the one they would like to work with for their next assignment. Students will sign up in next class.
2. Print [Rhetorical Analysis Prompt](#) and [Sample Movie Review](#).

Day 2:

Objective: Students will begin to think rhetorically about writing.

Materials: A&B Ch. 1, [Rhetorical Analysis Prompt](#) and [Book, Music or Movie Review](#) of instructor choice

Procedure:

1. Students will sign up for their favorite Arak essay. Four students may be assigned to each essay.
 2. Instructor will explain the prompt for Rhetorical Analysis paper and answer relevant questions.
 3. Assign peer groups of three students per group. This will be the peer group for the remainder of the term.
 4. Ask students to consider television shows such as *Pardon the Interruption*, *The Bachelor*, *The Office* and *Gossip Girl*.
 5. For each show ask students to consider the following questions:
 - a. What is the purpose of each show?
 - b. Who is most likely the primary audience for each show? How do you know this? (language, content, commercials, etc)
 - c. What type of show is each? (documentary, comedy, soap opera, etc)
 - d. What characteristics define each show? (Ie. dramatic music, bad makeup, etc)
 6. Students will take turns reading a paragraph from the Book, Music or Movie review from yesterday.
 7. Students will identify the purpose, audience and genre for this review.
 8. P 55 of the Allyn and Bacon. Students read pieces out loud. Summarize first impressions and then refer to strategies employed by each author.
 9. P 57. Ethos pathos and logos definitions
 10. Give examples of reasons to break up with someone based on these rhetorical devices
 11. p 81 describe a dorm room from two different perspectives
 12. Exchange your description with a peer and see if they can identify the strategies you employed to create a positive description and the strategies employed to make a negative description
 13. Allow 3-5 minutes for students to meet with their peer groups and exchange contact information. If you are using Sakai(recommended) students can contact each other through the message system on Sakai. Students may wish to exchange email addresses and/or phone numbers as alternative means of communication.
- HOMEWORK: read pgs 123-127 (30 Little Turtles)and answer questions on p 127

Day 3:

Objective: Students will consider how authors write for a purpose to an audience within a genre.

Materials: A&B Ch. 1, [Book, Music, or Movie review](#), [Questions Pertaining to Review](#)

Procedure:

1. Review answers to questions about 30 Little Turtles
2. Revisit book review and answer questions pertaining to review
3. Ask students to exchange their in-class writing assignments
4. Use the chart on p 104 to assess your peer's in-class assignment
5. Instructor will project a sample paper on the overhead.
[Click Here For Sample Papers](#)
6. Instructor will read sentences and ask which appeal(s) that particular sentence utilize.

HOMEWORK: draft of rhetorical analysis to peers by Friday 5pm.

1. Work on Rhetorical Analysis.

Day 4:

Objective: Students will become familiar with how new media persuades through appeals to ethos, pathos and logos.

Materials: A&B, computer, projector

Procedure:

1. Go to this website to read the article entitled "Why Rick Santorum Would Have Killed My Daughter"
http://open.salon.com/blog/sarah_gale/2012/02/19/why_rick_santorum_would_have_killed_my_daughter_1
2. Ask students to answer the following questions regarding the strategies used on the website:

- a. How does the author's biography add to/detract from her credibility as a writer?
 - b. How do the user comments add to/detract from the credibility of the article?
 - c. How do the images on the website add to/detract from the emotional impact of the story?
 - d. How do the other posts/stories by this author alter your perception of her narrative?
3. Ask students to answer the following questions about the article
- a. Identify one place where the author establishes ethos, logos and pathos
 - b. Indicate three places where you believe the author loses credibility or could have made her case stronger and explain your choices.
 - c. How could you use this piece in an essay about prenatal testing? What would you need to do to make the use of this source effective?

Homework:

1. Electronically submit draft of Rhetorical Analysis to peers by Friday at 5pm.

Week 3: Reading with Purpose:

Students will become familiar with "angle of vision" and providing constructive feedback for their peers.

Day 5:

Objective: Students will understand how messages persuade through their angle of vision.

Materials: computer and projection screen, A&B [here](#).

Procedure:

1. Ask students to review a movie clip or photograph with these questions in mind:
 - a. What is the primary focus of this shot?
 - b. What information has been cropped from this shot?
 - c. From whose perspective are we viewing the image(s)?
 - d. How could this shot have been done differently? How would this change the meaning of the image(s)?
 - ie. I show a clip from Hitchcock's Vertigo as the camera is panning down the stairs and then show images that can be interpreted in more than one way such as the images linked Can they see the three ladies in Einstein's face? Or the couple kissing in the rose? Or the unborn baby made from branches?
2. Ask the students what image of themselves they present on a first date. What information do they always include? What do they always leave out? How do their answers change if they like someone? If they do not like someone?
3. Students will turn to p. 50 of the A&B.
4. A student volunteer will read the definition of angle of vision on p. 50.
5. Review these concepts:

What is an angle of vision?

- It is primarily used as a tool of persuasion. It is a way of seeing a subject that is inherently biased in one direction or another. How is it achieved?
 - What details the writer selects or omits.
 - Choosing words with certain connotations.
 - Sentence Structure
 - Overall organization to emphasize certain points above others
 - Adopting tone, style to benefit format
 - Also called lens, filter, perspective, bias, point of view, etc.
 - Controls what the reader “sees.”
6. Ask students to work with a partner.
 7. Student pairs will come up with a cartoon like the one found on p.51 of the A&B. They will replace "stem cell research" with a topic of their choice and create 6 different angles for considering this topic.
 8. The class will discuss their responses to this activity. Ask the students if they came up with an angle that would make for an interesting research paper.

Modifications for an hour and fifteen minute class:

1. Students will individually complete the individual task on p. 53, composing a letter of recommendation for U.S. Riddle.
2. Share letters with the class and discuss how writing with an angle of vision differs from writing that students may have previously attempted.

Homework:

1. Submit Peer Letters to Sakai ([Click Here for Peer Letter Assignment](#))

Day 6

Objective: Students will learn how to provide constructive feedback during writing workshops.

Materials: A&B, computer, projector

Procedure:

1. Instructor will ask students to raise their hands to contribute to three separate lists, which the instructor will create on the board. Students should copy these lists.
List 1 - What types of responses have students typically received in past peer review sessions?
List 2 - What *specific* types of responses would students prefer to receive in peer review?
List 3 - What *specific* types of responses would students NOT prefer to receive in peer review?
2. Instructor will ask students to copy down this list as it is created on the board as a reminder for students during peer review.
3. Instructor will split students into groups of four, asking each student to take on the role of one of the following roles:
 - Too Nice - These reviewers are of little help, as they only sing the praises of their partner's writing. These students may be general or specific, but they refuse to give constructive feedback as to which parts of the paper could be improved or how well-executed sections could be replicated or expanded upon further.
 - Too Vague or General - These reviewers are content to say that sections should be "fixed" or "expanded" without saying how they would make such improvements. This reviewer refuses to give specific examples of sentences or paragraphs that aren't working, or, more importantly, won't give concrete suggestions for repairs.
 - Grammar Police - These reviewers only focus on sentence level errors (spelling, punctuation, sentence structure) at the expense of more global issues. This reviewer compromises the topic and treatment of the subject by privileging technical issues to revisions of ideas or organization.
 - Over Critical - This reviewer simply has nothing nice to say. Because this individual has found nothing worth saving in the paper, he/she prefer to berate the writer instead of offering constructive feedback or focal points for improvement.
4. Instructor will ask students to take time to read a particular sample paper before performing these roles in their groups. The whole class should read the same sample paper. All roles will be performed in response to this paper. Students will

be asked to write down responses to these papers in their assigned roles before discussing them as a small group.

[**CLICK HERE FOR SAMPLE PAPERS**](#)

5. Instructor will ask each group to share some responses with the class given during this role-playing.
6. When students have finished role-playing, the instructor will ask students to make a list of helpful responses to the sample paper as a group. Students should be directed to the charts in A&B, pp 276-7 and 281-2 for possible constructive responses, paying particular attention to the "Generic Peer Review Guide" on p 282.
7. Instructor will ask students to share their constructive responses with the class.

Modifications for an hour and fifteen minute block:

1. Instructor will choose another sample paper and complete a class-wide revision to a particular paragraph.
2. Instructor will ask students to rewrite this paragraph in small groups based on class suggestions.

Homework:

1. Complete Peer Letters

Week 4: Writing Rhetorically: Students will learn to provide written feedback for their peers and construct a cohesive thesis statement.

Day 7:

Objective: Students will provide constructive peer commentary on each other's Rhetorical Analysis drafts.

Materials: A&B, Little Penguin Handbook, copies of their own draft, peers' drafts and peer letters

Procedure:

1. Students will be immediately placed into their preset groups of three.
2. Students will exchange peer letters.
3. Students will read peer letters.
4. Students will discuss the contents of each letter, focusing on one group member at a time, while the instructor walks around to answer any questions or check in on groups. Instructor should also pull up chairs and listen to the conversations occurring in groups to evaluate responses. Students should be encouraged to write on partners' drafts.

Modifications for an hour and fifteen minute block:

1. Instructor will ask students as a class to discuss major problems or concerns of this first peer review day.
2. Instructor will ask students to create a list as a class of items to focus on for the next peer revision.

Homework:

1. A&B pp 12-18, 41-48
2. Print [*Problematic Questions Worksheet*](#)

Day 8:

DUE: Rhetorical Analysis

Objective: Students will learn collegiate level thesis construction as well as topic sentence construction.

Materials: A&B, Arak Anthology, [Problematic Questions Worksheet](#)

Procedure:

1. Instructor will split students into groups of three.
2. Instructor will ask students to complete the assignment on page 18 of A&B, "Posing your Own Problematic Questions."
2. Students will write at least three problematic questions based on the information given in the article, "Growing More Oil Dependent, One Vehicle at a Time," directing students to A&B pp 16-7 for help in forming questions.
3. Instructor will ask students to write their problematic question on the board.
4. Instructor will lead class discussion about the quality, specificity, and tension in each question. Instructor should provoke student discussion on how questions could be improved if they are found lacking.
5. Students will convert each question of the Problematic Questions worksheet into a specific thesis statement, making sure to make an argument with tension.
6. Class will evaluate group responses to this worksheet and discuss difficulties in turning these questions into thesis statements.
7. Instructor will ask for a volunteer to read A&B p 309, "Place Topic Sentences at the Beginning of Paragraphs"
8. Instructor will ask students to read the "Revision for Unity" student paragraph on p 311.
9. Students will remain in groups, asking them to write three more topic sentences for possible paragraphs that could be incorporated into this paper.
10. Class will discuss their chosen orders for these topic sentences.

Modifications for an hour and fifteen minute block:

1. Instructor will ask students to write possible topic sentences for a paper using questions/theses developed from "Growing More Oil Dependent, One Vehicle at a Time."
2. Class will discuss one group's topic sentences and look for places of improvement, also discussing what details would be expected in each paragraph.

Homework:

1. Print: Plagiarism Worksheet
2. Print: Paraphrase Worksheet

Week 5: Incorporating Sources: Students will learn how to incorporate and properly document source material within their own writing.

Day 9:

Objective: Students will review strategies of paraphrasing and properly citing material.

Materials: PowerPoint (See PowerPoint folder), [*Plagiarism\) Paraphrase Worksheet*](#), projector, A&B

Additional Materials for an hour and fifteen minute block: student source (each student will bring a source to class that they intend to use in their research paper)

Procedure:

1. Students will summarize what they see on slide 1.
2. Instructor will choose several students to provide their observations.
3. Students will observe slide 2 (same image as found on slide 1) with a purpose (placing themselves in the roles of detectives reporting to a specific audience, the parents of a missing child).
4. Discuss how their answers changed once they were referring to the image with a specific purpose. Explain that using a quote functions similarly; it is not enough to include a quote. You must pick and choose what is important and make inferences about what the quote means for the larger goals of the paper.
5. Instructor will ask a student to read the excerpt found on slide 3.
6. Students will write down what parts of the excerpt they would use if writing a paper on advertising techniques. Students will justify their answers.
7. Instructor will explain that the first section highlighted in blue on slide 5 could be incorporated in an introduction about the use of sex appeal in advertising in order to sell a product. The second highlighted section could be used in a discussion about subliminal advertising.
8. Students will discuss when a block quote is appropriate and how to incorporate a block quote effectively.
9. Students will refer to slide 6 as a model.
10. Instructor will show slide 7 as a model for an introduction that incorporates paraphrased information and directly cited information.
11. Students will complete paraphrasing worksheet on their own referring to pgs. 366-368 in the A&B .
12. Student volunteers will write their responses on the board.

Modifications for an hour and fifteen minute block:

1. (Slide 8) Ask students to paraphrase their source from memory.
2. Ask students to highlight a block quote and a short quotation from their chosen source.

3. Address questions or difficulties in completing this task.

Homework:

1. Print: [Research Paper Prompt](#), [Plagiarism](#) and [Is it or isn't it \(Plagiarism\)? Worksheets](#)

Day 10:

Objective: Students will become familiar with examples of plagiarism and citing sources.

Materials: [Research Paper Prompt](#), [Syllabus](#), A&B, [Plagiarism Worksheet](#), [Is it or isn't it \(plagiarism\)? Worksheet](#), Computer for [Princess Bride Clip](#).

1. Instructor will discuss the Research Paper Prompt.
2. Review policy on plagiarism found in syllabus.
3. Students will review plagiarism examples on p. 368, asking students *not* to read the "What's Wrong?" sections and instead discussing as a class what's wrong with each of the three examples.
4. In pairs, students will review plagiarism worksheet ([Click here for worksheet donated by Kate Slauch-Sanford](#)).
5. Instructor will review the following definitions. What is...
 - ... Plagiarism? The process of copying another person's idea or written work and claiming it as original
 - ... Paraphrasing? To restate something using other words, especially in order to make it simpler or shorter
 - ... Summary? A shortened version of something that has been said or written, containing only the main points
 - ... the difference between the latter two (Paraphrasing and Summary)?
6. Instructor will ask students to take out "Is it or isn't it (Plagiarism)?" worksheet.
7. Students will remain in pairs and:
 - Determine if each example is plagiarism.
 - If so, what makes each example plagiarism?
 - What can be done to fix each example?
8. Instructor will ask students to raise their hands for whether or not each example is plagiarism. Class will discuss each example, providing fixes where necessary.
9. Teacher will pass out assignment sheet for annotated bibliography.
10. Class will discuss what an annotated bibliography is, as well as what is expected for this assignment.

Modifications for an hour and fifteen minute block:

1. Instructor will show the following clip from the movie *Princess Bride* and ask students to paraphrase, summarize, and directly quote part or all of Wesley's speech without plagiarizing. [Princess Bride Clip](#). The passage begins around 1:11.
2. Instructor will ask students to share their paraphrased, summarized, and quoted passages with the class.

Homework:

1. Print [Exploratory Essay Prompt](#)

Week 6: Evaluating Sources:

Students will become familiar with using library databases and assessing the quality of sources appropriate for college level writing.

Day 11:

Objective: Students will become acquainted with Delcat, Worldcat, Databases, and Refworks via the Library. Meg Grotti will present Databases and Research Demonstrations

Materials: N/A

Procedure:

1. Instructor will contact Meg Grotti*, Assistant Librarian and Coordinator, to request a library session. Sessions can be requested from the [Library Instruction Homepage](#).

*Meg Grotti Contact Information: Email: mgrotti@UDel.Edu Office: 117 Morris Library

2. Instructor should click on the link to [request a library instruction class](#) and fill out the necessary information to request a library instruction session.

*Meg should be contacted *as far in advance as possible* in order to secure a mutually available date.

Homework:

1. Submit a tentative Exploratory Essay topic to instructor by 5pm.
2. A&B, Ch. 13, 331-334; Ch. 10, pgs 238-241
3. Print [Mosh Pit Handout](#)

Day 12:

This lesson was provided by Leigh Graziano.

Objective: Students will better understand how to evaluate sources to find the most effective pieces of evidence for use in their Exploratory Essay and Research Paper.

Materials: Computer Lab, [Mosh Pit Handout](#)

Procedure:

1. Kinds of evidence (factual data, examples, summary of research, statistics, testimony, sub-arguments).
2. Evaluating evidence (sufficiency, typicality, accuracy, relevance).
3. Pg 336 evaluating websites.
4. Divide into groups of 4-5 and analyze assigned website (if group done early, then feel free to look at another group's site).
 - a. <http://www.Wikipedia.org>
 - b. www.martinlutherking.org Warning about judging based only on the end of the URL (.org, .edu, .gov).
 - c. www.peta.org
 - d. <http://www.Howstuffworks.com>
 - e. www.Nih.org
 - f. <http://planetgreen.discovery.com>
5. Have each group share assessment of their website.
6. Have groups complete Mosh Pit activity.
 - a. One short speech for and against.
 - b. Have students type both speeches in one word document with everyone's name on it.
 - c. E-mail document to me for participation points.

Homework:

1. Submit a tentative topic by class time today via Sakai.

Week 7: Developing Ideas:

Students will research material relevant to their topic and learn various methods for introducing this research.

Day 13:

Objective: Students will use UDel dabases, Worldcat, Delcat, and Refworks to navigate through sources for their Exploratory Essay.

Materials: Computer Lab

Procedure:

1. Students will use the entirety of the class to look for sources.
2. Instructor will ask students to find two sources on their topic from each of the following: JSTOR, Academic Onefile, a specialized database, Project Muse, as well as finding 5 possible books through Delcat or Worldcat.
3. Students should be asked to copy all their digital sources or other online journals to RefWorks.

Homework:

1. Work on Exploratory Essay

Day 14:

Objective: Students will examine various approaches for introducing their research paper.

Materials: AA

1. Ask students to consider how they normally broach an important subject. For instance, how would they break up with someone? You cannot just walk in the room and "say its over." How do they ease into that discussion? With a story? With related facts? With a quote? With comedy? How do you make sure that the person knows something serious is happening and you aren't suggesting going to eat an ice cream sundae?
2. Ask the students "How far is too far?" You don't want to immediately say "its over" but you also don't want to say, "Since Adam and Eve, love has been problematic."
3. Ask the students what information would be irrelevant in a breakup conversation. For instance, things that happened years ago or information such as, "Well, all of my friends are single right now."
4. Choose a topic that is not a topic for one of your students and write it on the board. My favorite is "the manipulative effects of sensory advertising."
5. Provide one way of introducing this material. For instance, you could ask questions: Have you ever noticed that Abercrombie and Fitch only hires attractive personnel? How can anyone avoid the wafts of perfume and cologne coming from that store?
6. Ask the students to work with a partner to create a eight sentence introduction that moves from this question into a thesis such as: In the economy today, stores should be more responsible in their use of manipulative advertising techniques such as those that prey on a consumer's sense of sight and smell.
7. Ask two volunteers to read their sample introductions out loud.
8. Ask the class to brainstorm other techniques for introducing this material. For instance:
 1. Statistics of Abercrombie and Fitch's sales since incorporating provocative images and scent into their advertising
 2. Using an actual image
 3. A story about your own observations walking through a mall
9. Ask students to work in the same pairs to choose three introductions from the Arak Anthology.
10. Students will rank these introductions from most effective to least effective based on the following criteria:
 - * Engaging hook that encourages a reader to continue
 - * Relevant information to the topic that is not too generic or outdated
 - * Adequate information to give a reader a clear sense of the topic
 - * Transitions well from one idea to another
 - * Intriguing and cohesive thesis
11. As a class, discuss the responses to this activity and require students to support their answers with evidence from the Arak.

Modifications for an hour and fifteen minute class:

1. Students will write down one possible way of introducing their own research material.
2. Students will exchange papers with a peer and provide three other possibilities for introducing material.
3. Students will discuss the most effective and engaging way of introducing their research papers with their partner.

Homework:

1. Finish draft of Exploratory Essay
2. Read and respond to peer essays with Peer Letters
3. A&B pp 312-9

Week 8: Organization:

Students will address the logical progression of ideas in the writing of their peers and in their own writing.

Day 15:

Objective: Students will provide constructive peer commentary on each other's Rhetorical Analysis drafts.

Materials: A&B, Little Penguin Handbook, Copies of their own draft, Peers' drafts and peer letters

Procedure:

1. Students will be immediately placed into their preset groups of three.
2. Students will exchange peer letters.
3. Students will read peer letters.
4. Students will discuss the contents of each letter, focusing on one group member at a time, while the instructor walks around to answer any questions or check in on groups. Instructor should also pull up chairs and listen to the conversations occurring in groups to evaluate responses. Students should be encouraged to write on partners' drafts.

Modifications for an hour and fifteen minute block:

5. Instructor will ask students as a class to discuss major problems or concerns of this first peer review day.
6. Instructor will ask students to create a list as a class of items to focus on for the next peer revision.

Homework:

1. Finish Exploratory Essay

Day 16:

DUE: Exploratory Essay

This lesson was provided by Leigh Graziano.

Objective: Students will understand the role of topic, transition, and closing sentences in effective writing.

Materials:

1. Typed copies of an essay from the Arak Anthology or [included sample essay](#).
2. Cut up each paragraph from the essay
3. Remove topic and closing sentences from each paragraph, replacing them with a blank line
4. All material stored in envelopes
5. [Handout of transitional phrases and their meanings](#).

Procedure:

1. Review
 - a. What is a topic sentence? Where does it go?
 - b. What are transitional phrases?
 - c. What is a closing sentence? What are the two jobs it needs to do?
 - d. How do we break up paragraphs?
 - e. How do we organize paragraphs?
 - f. Talk about glossing as a way of determining paragraph organization
2. Students will remove paragraphs from envelope and write topic and closing sentences for each one
 - a. Students will share their sentences with their groups working together until everyone has a specific and focused topic and closing sentence
 - b. Students will volunteer to share responses to whole class selectively
3. Students will rearrange the paragraphs in the order that seems the most logical
 - a. Students will get into groups after they do it individually and work together to reach a consensus on how the paragraphs should be organized
 - b. Each group will share with the class working as a whole group now to reach a class consensus on how the paragraphs should be organized
 - c. Students will compare with the actual version in the Arak Anthology and discuss
4. Now that the essay is reassembled, students will add transitional phrases where appropriate to improve the coherence and unity of the essay
 - a. Instructor will project essay onto the screen
 - b. Students will contribute where transitional phrases are needed adding them in color so the whole class can see
 - c. When the class runs out of suggestions, read the essay aloud (or, at least, part of the essay) to hear the improvements

Assessment:

1. Students will free-write for five minutes about how they will apply today's lesson to essay one as they make their final revisions

Homework:

1. Email first four pages of draft of essay to peer groups by Sunday at 9am.
2. Read A&B Appendix A pg. 362-369

Week 9: Formatting and Citation: Students will learn and review the MLA format for a research paper.

Day 17:

This lesson was provided by Leigh Graziano.

Objective: Students will understand the basic format of MLA citation and will understand how to incorporate sources effectively including quotations and paraphrases and discuss strategies for avoiding plagiarism.

Materials:

1. [MLA Citation handout](#)
2. [Incorporating Sources Worksheet](#)
3. Little Penguin
4. A&B

Procedure:

1. What do we cite and why do we cite?
2. Review basic format (1 inch margins, times new roman, heading, title, header, separate works cited page)
3. Group activity (4-5 per group)
 - Assign each group a number when *done* and have them write the answers on the board
4. Review MLA Citation handout
5. Essay 2 model continued
 - Also need to include citation format for their articles
6. Incorporating Sources
 - a. Using a quote does not automatically prove points
 - b. 3 step process: introduce, quote, explain
 - c. Do NOT make a quote your topic or closing sentence or a sentence by itself.
 - d. Review the Basics
 - i. Sources should support your insight now be the backbone of your paper
 - ii. Summarize/paraphrase more than direct quote
 - iii. Quote when an author says something so powerful that a paraphrase would diminish it
 - iv. The explanation should be twice as long as the quote/paraphrase. Readers need to know *why* you include source material.
 - v. If multiple sources say the same thing, summarize and put key names in brackets (allows for credibility and reduces space)

- vi. Most fluid way is to incorporate just key words instead of including whole Shakespearian line write, “We can see this change when Othello calls his wife a ‘strumpet’” (4.2.81).

Modifications for an hour and fifteen minute block:

1. In groups of 4-5, complete the incorporating sources worksheet.
2. Have each group share the ways they incorporated the quote with the passage

Homework:

1. Prepare full draft for Conferences with instructor.

Day 18:

Objective: First Draft Workshop

Materials: Peer Letters, Peer Drafts

Procedure:

1. Instructor will ask for questions that would benefit the class as a whole.
2. Students will meet with their peers.
3. Students will take five minutes to read peer letters.
4. Students will discuss one draft at a time, approximately 15 minutes a student.
5. Students will rotate until everyone has received feedback.
6. Instructor will walk around to monitor progress and encourage discussion.

Modifications for an hour and fifteen minute block:

1. Allow students more time for workshop.

Homework:

1. Students will be preparing a full draft for conference with instructor.

Week 10: Conferences:

Students will use this one-on-one time with instructor to address issues or concerns with the research paper.

Day 19:

Objective: Students will conduct one-on-one conferences (approx. 15 minutes) with the instructor during class and office hours.

Materials:

Procedure:

1. Students will sign up for one fifteen-minute slot with the instructor.
2. Students will meet instructor in office for meeting.
3. Student will bring paper and at least five typed questions regarding their work. Students must also bring a works cited page.

* Each question must refer to a specific area of concern in their paper.

Homework:

1. Students will be preparing a full draft for conference with instructor/revising according to instructor comments.

Day 20:

Objective: Students will conduct one-on-one conferences (approx. 15 minutes) with the instructor during class and office hours.

Materials:

Procedure:

1. Students will sign up for one fifteen-minute slot with the instructor.
2. Students will meet instructor in office for meeting.
3. Student will bring paper and at least five typed questions regarding their work. Students must also bring a works cited page.

* Each question must refer to a specific area of concern in their paper.

Homework:

1. Students will be preparing a full draft for conference with instructor/revising according to instructor comments.

Week 11: Challenging Ideas:

Students will practice countering and revising their own ideas in order to produce balanced, polished work.

Day 21:

This lesson has been provided by Leigh Graziano

Objective: Students will understand how to write a fair counterargument and the moves they can make to refute that counterargument.

Materials: A&B, Arak essay (chosen by instructor) that incorporates counterarguments.

Procedure:

1. Define Counterarguments
 - a. Summarize opposing views (one paragraph ideally, although sometimes two might be needed if there are a few strong objections to your argument)
 - b. Must be fair!
 - i. Follow Principle of Charity: Avoid loaded, biased, summaries that oversimplify or distort opposing arguments making them easy to know over.
2. Refuting the Counterargument (one paragraph ideally)
 - a. Refute a writer's reasons and evidence
 - b. Refute underlying assumptions
 - c. Question the writer's use of evidence
 - i. Deny the truth of the data
 - ii. Cite counterexamples/testimony
 - iii. Cast doubt on sufficiency
 - iv. Cast doubt on relevance or how recent the data is
 - v. Question credibility of an authority
 - vi. Question accuracy/context of quotes
 - vii. Question the way data were produced or interpreted
3. Conceding to the Counterargument
 - a. Sometimes the other side has a good point and you simply cannot refute it so you concede that it has merit
 - b. Task, then, is to switch to another batch of values that favors your position
 - c. Example: you support legalization of some drugs. Opponents might argue that will lead to a rise in addiction. You agree but argue that benefits like ending crime, violence, etc. outweighs a slight rise in addiction that is likely only a short-term consequence

4. Have students work in groups and complete the activity on p 244 of the ABGW
 - a. Just do (d) brainstorming possible objections and how they would refute or concede to them
 - b. Share with the class
5. Divide class in half for debate: Should E110 be a required course for all freshmen? (topic needs to be something that they have a reasonable amount of prior knowledge)
 - a. Give each group 10 minutes to prepare their position (one group must be pro requirement and the other against)
 - b. Let the first group present their position
 - i. Second group responds
 - c. Let the second group present their position
 - i. First group responds
 - e. Goal is to practice anticipating objections, addressing them, and refuting or conceding them
 - e. Work with the Arak essay
 - f. Read together
 - g. Discuss the counterargument section (strategies for the oral debate translate to a written argument)
 - i. What's good and bad about it?

Modifications for an hour and fifteen minute class

1. Students will brainstorm potential counterarguments and moves for addressing these issues for their own papers.
2. Students will ask peer to add to possible counterarguments and moves for addressing these issues in their own papers.

Day 22:

Objective: Self Revision and Peer revision: After-the-Fact Outlines, Highlighting, Color Coding

Materials: Instructor chosen essay from the A&B, Copies of Research Drafts, a highlighter, three different colored pencils

Procedure:

1. As a class, students will make a partial "after the fact" outline using an essay from the A&B.
 - a. Students will determine the goal of each paragraph (I go through about three paragraphs in order to model the technique)
 - b. Students will bullet point the ways in which each goal is supported.
 - c. As a class, we will determine if the logic of the paragraphs is sound and if each point has been sufficiently supported.
2. Explain other revision techniques:
 - a. Highlighting: highlight material that is either quoted or paraphrased. What is the ratio of source material to your own explanations and analysis? Have you relied too heavily on source material? Not enough?
 - b. Color coding: Use a different color pencil for each point. Underline the topic sentence in one color. Underline all other sentences that DIRECTLY relate to that topic sentence. Do you have supporting material that belongs in a different paragraph? Do you have material that is loosely related but not directly related? Do you have repetitive material that can be eliminated?
3. Ask students to choose one revision technique and apply chosen method to their drafts for approximately 15 minutes.
4. Ask students to exchange paper with a nearby peer (preferably not a peer in their peer group) and use an alternative method of revision on peer draft.
5. Ask students to discuss findings with peer.
6. As a class, discuss preferred method of self-revision and peer revision. Encourage the class to suggest other alternative methods.

Modifications for an hour and fifteen-minute block:

1. Students will rewrite a paragraph from their draft based on suggested revisions.

Homework:

1. Revise drafts for Tuesday's peer workshop

Week 12: Understanding Visual Rhetoric: Students will learn to identify the persuasive techniques used in visual advertising.

Day 23:

Objective: Students will review the full draft of each other's Research Paper.

Materials: Peer Letters, Peer Drafts

Procedure:

1. Instructor will ask for questions that would benefit the class as a whole.
2. Students will meet with their peers.
3. Students will take five minutes to read peer letters.
4. Students will discuss one draft at a time, approximately 15 minutes a student.
5. Students will rotate until everyone has received feedback.
6. Instructor will walk around to monitor progress and encourage discussion.

Modifications for an hour and fifteen minute block:

1. Allow students more time for workshop.

Homework:

1. Finish Research Paper
2. Bring a magazine of your choice.
3. Print Image Analysis Part I and Part II

Day 24:

DUE: Research Paper

Objective: Students will become familiar with a variety of advertising techniques used to visually persuade an audience.

Materials: Advertising Techniques PowerPoint (See PowerPoint Folder) projector, magazines (ask each student to bring in a magazine), [Image Analysis Prompt Part I](#) and [Part II](#)

Procedure:

1. Instructor will ask class to identify any advertising techniques they may already know.
2. Instructor will show PowerPoint. For each slide:
 - * Define the technique
 - * Explain why this technique is useful in advertising
 - * Discuss how each technique is manipulative
 - * Brainstorm how each image could be used as an advertisement
3. Ask students to find examples of at least three of the techniques in their magazine.
4. Each student will choose their best example, tape it to the board and write a brief explanation of how this technique reinforces the message of the advertisement.
5. Students will do a gallery walk around the room to see each other's work.
6. Assign and review prompt for Image Analysis Part I and Part II.

Modifications for an hour and fifteen minute block

1. Students will complete tasks 1 and 2 in the A&B 204-5

Homework:

1. Begin work on Image Analysis Part I and Part II

Week 13: Applying Visual Rhetoric: Students will use their knowledge of visual rhetoric in order to create and critique advertisements.

Day 25:

Objective: Students will analyze ad campaigns by two separate companies before creating an advertisement of their own in order to become familiar with using visual rhetoric.

Materials: Ad Campaign PowerPoint (See PowerPoint Folder), Magazines, scissors, glue, assignment

Procedure:

1. Instructor will ask students to silently view the Ad Campaign PowerPoint, taking notes and recording answers to the questions provided in the PowerPoint.
2. When the PowerPoint is finished, the instructor will go slide-by-slide asking students to share their interpretations of the ads as well as the answers to the provided questions.
3. The instructor will give the students a handout that provides instruction.
4. Students will use a collage method to construct an original advertisement. Each student must use at least five of the techniques discussed in class regarding advertisements.
5. The instructor will give the students the class time to complete this assignment while answering relevant questions.

Modifications for an hour and fifteen minute block:

1. Allow students more time to work on (or complete) their original advertisements.
2. Volunteers will share their advertisements.

Homework:

1. Students will type up a two-page explanation of their advertisement and staple it to their original creation for next class.

Week 14: Persuasive Speech:

Students will use their knowledge of rhetoric in order to verbally and visually present their research topics to the class.

Day 26:

Objective: Students will give their 10-minute presentations to the class.

Materials: [*Presentation Rubric*](#)

Procedure:

1. Students will present to the class individually.

Day 27:

Objective: Students will give their 10-minute presentations to the class.

Materials: [*Presentation Rubric*](#)

Procedure:

1. Students will present to the class individually.

Week 15: Persuasive Speech

Students will use their knowledge of rhetoric in order to verbally and visually present their research topics to the class.

Day 28:

DUE: Image Analysis Part I and II

Objective: Students will give their 10-minute presentations to the class.

Materials: [*Presentation Rubric*](#)

Procedure:

1. Students will present to the class individually.

Extra Lesson Plans:

Extra Lesson 1: Rhetorical devices – Logos, Ethos, Pathos and Angle of Vision

This lesson was provided by Leah Graziano.

Objective: Students will understand the rhetorical appeals logos, ethos, and pathos and angle of vision and their role in the persuasiveness of an argument.

Materials:

1. Copies of an excerpt from “[Letter from Birmingham Jail](#)” by MLK Jr. (students will print from Sakai the night before)
2. Projector and computer for color-coded breakdown of rhetorical devices in the speech

Procedure:

1. Review ethos, pathos and logos
2. Pass out excerpt from “Letter from Birmingham Jail” introducing students to the rhetorical situation (who is the speaker, the audience, and what is the purpose)
3. In groups of 3 or 4, students will find examples of logos, ethos, and pathos
4. Have each group share their findings with the class
5. Why do the appeals make the speech stronger or weaker?
6. Project the color-coded excerpt of the speech (also available on Sakai for reference later)
 - a. Add (or consider changing) colors for some of the students observations
 - b. Proportions of the rhetorical devices
 - c. Give students opportunity to discuss areas where they disagree with the color choice or what they find the most persuasive (particularly if they didn’t notice it before)
 - d. Talk about the connections between the colored sections and the relationship to the other devices (i.e. how do the sections colored green relate to the other green sections as well as to the red and blue sections)

Extra Lesson 2: Passive Voice

Objective: Students will learn to identify passive voice and avoid relying heavily on this this tense when writing.

Materials: *Passive Voice Handout*, *Student Papers*

Procedure:

1. The instructor will write this phrase (or one similar) on the board: It has been said that you talk too much.
2. The instructor will ask the class the following questions:
 - a. What information is omitted from this statement?
 - b. How can we alter this statement in order to be more direct?
3. Review the definition of passive voice found on the *passive voice handout*.
4. Ask the students to individually complete the exercises found on the handout.
5. Ask the students to work in pairs.
6. The students will exchange their writing with a peer.
7. The students will review the first two paragraphs of their peer's draft, underlining places in which passive voice interferes with the clarity of the sentence.
8. Students will return the work to its owner.
9. Each student will rewrite the marked paragraphs using active voice.
10. While the students are working, the instructor will monitor activity and answer questions as necessary.

Extra Lesson 3: Brainstorming Methods

This lesson was provided by Leah Graziano

Objective: Students will have an opportunity to brainstorm topics for the research paper.

Materials:

1. UD Newspapers

Procedure:

1. Select an issue on campus that matters to you; tell readers why it is important; how does it need to be addressed. Ex: recycling bins at the dorms
2. Ways to brainstorm: free writing, doodling/sketching, concept mapping, listing
3. In groups, generate as many ideas as you can. When exhausted, use the UD newspaper to generate even more
 - a. Have each group share
 - b. List on board
4. Select one topic as class and concept map it to narrow down the topic
5. Have students select a topic of their own and brainstorm individually
6. Share individual topics with groups and make suggestions to each other.

Extra Lesson 4: Classical Argument – Writing Thesis Statements

This lesson was provided by Leah Graziano.

Objective: Students will understand and practice writing thesis statements

Materials:

1. Typed copies of an essay from the Arak Anthology with the thesis statement removed

Procedure:

1. What do you know about writing thesis statements?
 - b. Avoid claim + because + A,B, and C (possible student answer)
 - i. Too much like the five paragraph essay
 - ii. Too much summary of argument
 - iii. Too formulaic
 - iv. It is a thesis statement but not the best or most sophisticated one
2. Because clause
 - c. This is what your thesis should look like
 - d. Start with claim (one sentence that states your position)
 - e. Come up with reasons that support your claim (be specific)
 - f. Find a unifying theme or factor that a few of your claims share (this will become your thesis statement)
 - i. Cocaine should be legalized because it allows for maximum individual freedom
 - ii. Cocaine should be legalized because of the social benefits of eliminating the black market drug-dealing culture
3. Break up into groups and do the activity in the ABGW p. 236
 - g. Have each group share their answers
4. If time permits, work with a typed example from the Arak Anthology
 - h. Remove the thesis statement
 - i. Have students read the essay and brainstorm thesis statements
 - i. Share with their groups and decide/revise until they have consensus on a strong thesis statements
 - ii. Have each group share with class working until the class agrees on the strongest thesis statement we can make
 1. Where should it go?
 - iii. Compare with the original thesis statement

Assessment: Students will free-write answering the following question: How will you make sure you have a strong and focused thesis statement for essay 2?

Extra Lesson 5: Writing Introductions and Conclusions

This lesson was provided by Leah Graziano.

Objective: Students will understand the components of an effective introduction and conclusion as well as familiarize themselves with the Arak anthology as a sampling of models.

Material:

1. Students will bring the Arak Anthology with them

Procedure:

1. What is the function of an introduction?
2. Have students contribute to what they've been told about writing introductions before (list on board). Possible answers include:
 - a. The "funnel" method
3. List of generalized openings they must never, ever use:
 - a. Since the dawn on time/man
 - b. Since the start of human history
 - c. For hundreds/thousands/millions of years
 - d. Since the world/universe began
 - e. All/Always
4. What is the problem with these Phrases? Why are they not effective?
5. Offer Alternative starts to an introduction (list on board)
 - a. A quotation as long as you explain its relevance
 - b. A question (provided that the question is answered)
 - c. A controversial statement (with purpose)
 - d. An acknowledgement of an opinion opposite of the one you plan to take (angle of vision)
 - e. A *short* narrative/anecdote (must have direct bearing on your paper in an obvious way)
 - f. An interesting fact
 - g. A definition or explanation of a key term (not from the dictionary, though)
 - h. An irony or paradox
 - i. An analogy (should be original but not far-fetched)
6. Why are these more effective openings?
7. As whole group, we will read an essay in the Arak anthology and discuss why the introduction is or is not effective and how it could be improved
8. What is the function of a conclusion?
9. Have students contribute what they've been told about writing conclusions before (list on board)
10. Offer alternative advice about constructing effective conclusions (list on board)
 - a. Don't depend on conclusions to sum up body paragraphs. Summary may be important but it should be brief because readers know what they've just read.
 - b. Don't regurgitate introductions (talk about your topic in a new way now that you've said everything you have to say about it: synthesize)
 - c. What are the important implications of what you've said? (The "So what?")

- d. Never introduce new information because you don't have room to develop it
(readers should be reflecting on what you *did* say not what could be a new paper)
 - e. Propose what appears to be the natural next step(s) in regard to the issue
 - f. Don't end with a quotation (your last words should be your own)
11. Returning to the same essays previously chosen, students will now reflect on the effectiveness or ineffectiveness of the conclusion paragraph and how it could be improved

Extra Lesson 6: Eliminating Unnecessary Words

This lesson was provided by Leah Graziano.

The handout was provided by Joe Turner.

Objective: Students will practice eliminating wordiness from their writing

Materials:

1. Computer
2. Selection of student writing from a recent assignment
3. Wordiness worksheet.

Procedure:

1. Review strategies for avoiding wordiness (give examples for each strategy)
 - a. Avoid redundant phrases
 - b. Avoid passive tense
 - c. Avoid clichés
 - d. Be specific instead of vague
 - e. Don't use long phrases when one or two words would suffice (ex. "in the event that" vs "if" or "at this point in time" vs "now")
2. Using a recent assignment, select paragraphs from students' writing that are particularly wordy
3. Hand out to students
 - a. Work individually to eliminate unnecessary words/phrases/sentences
4. Call on students randomly, having them share what they removed from the paragraphs to make them more concise
 - a. Make these changes on the computer document to visually reinforce the difference between the original version of the paragraph and the (hopefully) improved final version—track changes is particularly useful for this
 - b. Continue calling on students until there is a class consensus
** I make this a bit of a friendly competition. I compare what I came up with to the final version the students create. My students seem particularly motivated by this.
5. Repeat process with another selection of student writing.
6. Ask students to complete handout on wordiness.
7. Address problems or realizations that occur while completing this work.

Handouts:

Day 2: Sample Movie Review

The Hunger Games

Jennifer Lawrence, Liam Hemsworth, Josh Hutcherson

Directed by Gary Ross

By **PETER TRAVERS**

March 21, 2012

Relax, you legions of Hunger Gamers. We have a winner. Hollywood didn't screw up the film version of Suzanne Collins' young-adult bestseller about a survival-of-the-fittest reality show that sends home all its teen contestants, save the victor, in body bags. The screen *Hunger Games* radiates a hot, jumpy energy that's irresistible. It has epic spectacle, yearning romance, suspense that won't quit and a shining star in Jennifer Lawrence, who gives us a female warrior worth cheering.

That's more than you can say for the castration job that the suits did on Stephenie Meyer's *Twilight* franchise. I'll admit that *Games* isn't the scary, eruptive firecracker of my dark, Tarantino-fueled imagination. And if you're among the 26 million who devoured the Collins trilogy – *The Hunger Games* followed by *Catching Fire* and *Mockingjay* – you know it could have been. But even wearing a PG-13 harness to ensure profitability, *The Hunger Games* gets your pulse racing. It's about something pertinent, the mission to define yourself in a world that's spinning off its moral axis.

As 16-year-old Katniss Everdeen, the renegade hunter who kills with a bow and arrow and stands up to take the place of her younger sister in the deadly Games, Lawrence reveals a physical and emotional grace that's astonishing. Give her the deed, because she owns this movie. It's not just that Katniss makes *Twilight*'s Bella Swan look like the wimp she is, it's that Lawrence, 21, is an acting dynamo with the skills to let us into Katniss' searching mind. Last year, Lawrence won an Oscar nomination for playing an Ozark girl in *Winter's Bone*. She's just as affecting this time, lending primal force to this dystopian fable of a society out of sync with human values.

At 142 minutes, *The Hunger Games* can go from rushed to draggy. But director Gary Ross (*Pleasantville*, *Seabiscuit*) hits the high spots, using action to define character instead of obliterate it. He wisely brought in Collins to collaborate on the script he wrote with Billy Ray (*Shattered Glass*). That way, even when the book's events are condensed or characters eliminated, the feeling stays true.

The Games are a punishment invented by the Capitol of Panem (read: North America) for the 12 districts whose rebellion against Capitol rule was crushed more than 74 years ago. The attitude of President Snow (Donald Sutherland, wily in his evil) is "You screwed us, so we'll screw you." Every year on Reaping Day, a boy and a girl (ages 12 to 18) from each district are chosen by lottery to fight to the death in a televised gladiator event devised by head Games-maker Seneca Crane (Wes Bentley). Ratings are not a problem. Even in downtrodden District 12, where Katniss

hunts for scraps to feed her sister and her widowed mother, viewing the Games is mandatory. You won't need your arm twisted to see the movie, artfully shot by Tom Stern (*Mystic River*) as the scene shifts from the perverse lushness of the Capitol to the stark landscape of the battle zone. And did I mention makeovers? All the Tributes (that's what contenders are called) get them. Katniss has fashion genius Cinna (Lenny Kravitz doing a fun spin on Tom Ford) to create a wow dress that bursts into flame at the hem. Nice one.

Like Bella before her, Katniss is pursued by two ladies-in-waiting, in this case Gale Hawthorne (Liam Hemsworth), the strapping District 12 hunk and fellow illegal hunter she leaves behind, and Peeta Mellark (Josh Hutcherson), the baker's son who joins Katniss in the Games and secretly pines for her. Are you Team Gale or Team Peeta? You might not care as much, since neither has the exotic allure of a vampire or a wolf. But Hemsworth (*The Last Song*, with girlfriend Miley Cyrus) quickly establishes a strong, appealing presence. And Hutcherson (*The Kids Are All Right*) brings humor and a bruised heart to a boy who needs to mature fast.

Dynamite actors dot the film. Stanley Tucci is a brilliant blend of mirth and malice as Caesar Flickerman, a TV host who reps the dark side of Ryan Seacrest in this lethal version of *American Idol*. Elizabeth Banks brings malicious wit to the bewigged and powdered PR guru Effie Trinket. "May the odds be ever in your favor," announces Effie with inane sincerity. And the reliably stellar Woody Harrelson cuts deep as the perpetually shitfaced Haymitch Abernathy, a former victor in the Games now acting as mentor to both Katniss and Peeta. When he's not falling-down drunk, Haymitch instructs his protégés on how to suck up to sponsors who send supplies into the arena when a Tribute wins audience favor. So-called reality TV is given a sharp, satirical kick as Tributes learn to play and pander to hidden cameras. Is Katniss really falling for Peeta as she nurses his wounds, or is she faking it to save her ass and his? Discuss.

Sadly, the erotic heat that Collins generates between Katniss and Peeta in a hidden cave never rises above room temperature onscreen. Hand-to-hand combat does fuel the intensity as Katniss fights career Tributes trained to go medieval on enemy ass. Check out machete-wielding Cato (Alexander Ludwig) and knife-throwing Clove (Isabelle Fuhrman), not to mention a swarm of deadly, genetically engineered wasps called Tracker Jackers. The caring bond Katniss forms with Rue (Amandla Stenberg), the youngest Tribute, is just a brief break from the assaults aimed to make Katniss trade her soul for survival.

For all its compromises, *The Hunger Games* is a zeitgeist movie that captures the spirit of a soul-sucking age in which ego easily trumps common cause. Ironically, the kill-to-win ethos that dominates movies from 1987's prophetic *The Running Man* to the undiluted brutality of Japan's *Battle Royale* in 2000, may find its largest viewership in *The Hunger Games*. But will mainstream audiences respond to the moral challenge churning under the pop-culture razzle-dazzle? It's anybody's guess. My advice is to keep your eyes on Lawrence, who turns the movie into a victory by presenting a heroine propelled by principle instead of hooking up with the cutest boy. That's what makes Katniss revolutionary. May the odds be ever in her favor.

Day 3: Movie Review Questions

Rhetorically Reading a Movie Review

Note to instructors: The examples given for this worksheet refers to *The Rolling Stone* review for *The Hunger Games*.

1. Who is the audience for this review? Is there only one? Consider age, gender, class, education, social activities etc.
2. What is purpose of this review?
3. Give two examples where the content caters to the audience and explain.

Sample:

Ex: “Are you Team Gale or Team Peeta? You might not care as much, since neither has the exotic allure of a vampire or a wolf.”

Explanation: This line caters to an audience that will have an awareness of young adult movies.

4. Give two examples where the language caters to the audience and explain.

Sample:

Ex: “lending primal force to this dystopian fable of a society out of sync with human values.

This academic language caters to an educated audience that might be familiar with novels such as *Brave New World*.

5. In your opinion, what works well in this review? What techniques are persuasive?

6. In your opinion, where does the argument lose credibility?

Day 4: Palin/Biden debates

WASHINGTON (CNN) -- The vice presidential candidates, Democratic Sen. Joe Biden and Republican Alaska Gov. Sarah Palin, debated in St. Louis, Missouri, Thursday night. Gwen Ifill of PBS was the debate moderator. Here is a transcript of that debate:

IFILL: The House of Representatives this week passed a bill, a big bailout bill -- or didn't pass it, I should say. The Senate decided to pass it, and the House is wrestling with it still tonight. As America watches these things happen on Capitol Hill, Sen. Biden, was this the worst of Washington or the best of Washington that we saw play out?

BIDEN:

Let me begin by thanking you, Gwen, for hosting this. And, Governor, it's a pleasure to meet you, and it's a pleasure to be with you. I think it's neither the best or worst of Washington, but it's evidence of the fact that the economic policies of the last eight years have been the worst economic policies we've ever had. As a consequence, you've seen what's happened on Wall Street. If you need any more proof positive of how bad the economic theories have been, this excessive deregulation, the failure to oversee what was going on, letting Wall Street run wild, I don't think you needed any more evidence than what you see now. So the Congress has been put - - Democrats and Republicans have been put in a very difficult spot. But Barack Obama laid out four basic criteria for any kind of rescue plan here. He, first of all, said there has to be oversight. We're not going to write any check to anybody unless there's oversight for the -- of the secretary of Treasury. He secondly said you have to focus on homeowners and folks on Main Street. Thirdly, he said that you have to treat the taxpayers like investors in this case. And, lastly, what you have to do is make sure that CEOs don't benefit from this, because this could end up, in the long run, people making money off of this rescue plan. And so, as a consequence of that, it brings us back to maybe the fundamental disagreement between Gov. Palin and me and Sen. McCain and Barack Obama, and that is that the -- we're going to fundamentally change the focus of the economic policy. We're going to focus on the middle class, because it's -- when the middle class is growing, the economy grows and everybody does well, not just focus on the wealthy and corporate America.

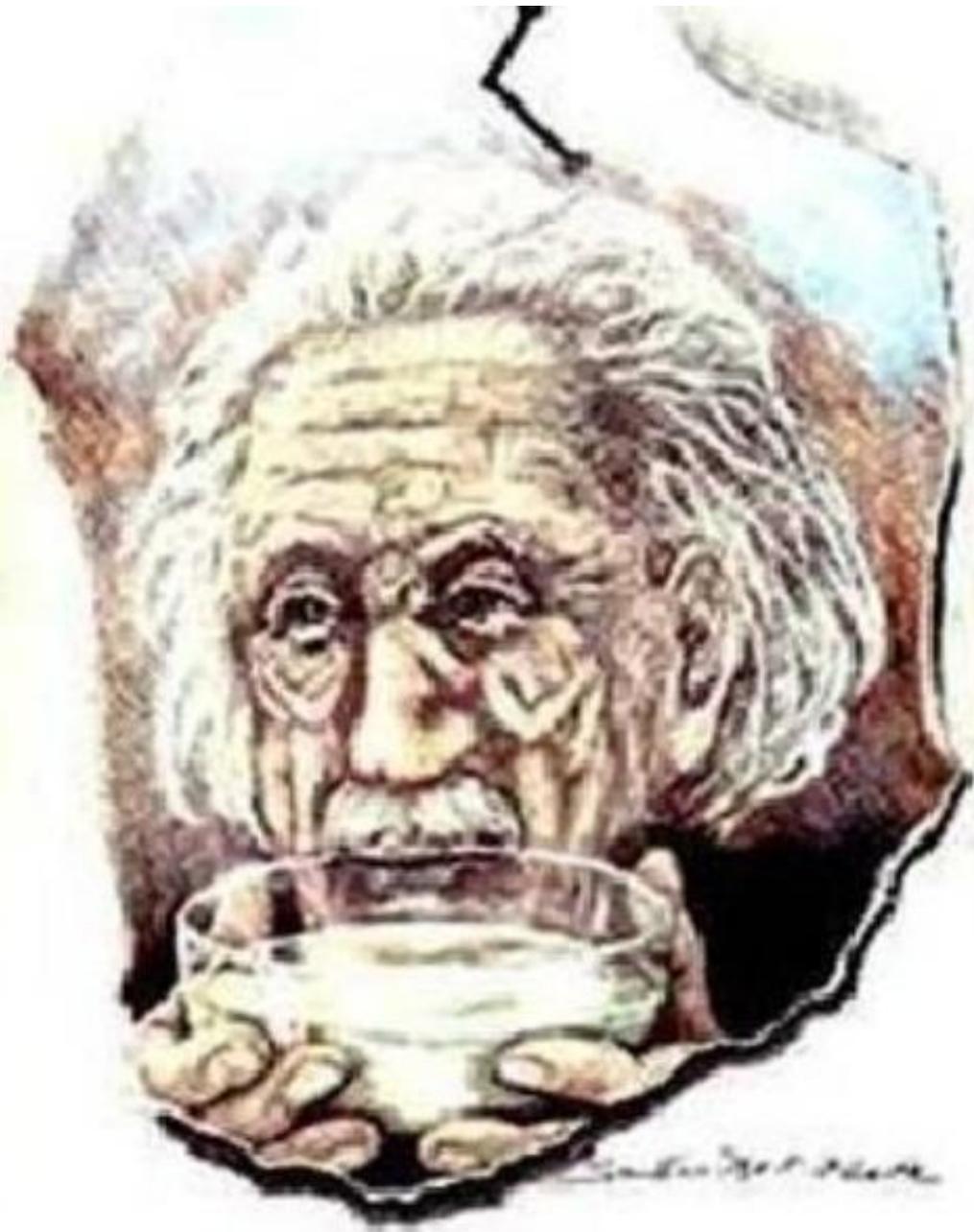
FILL: Thank you, Senator. Gov. Palin?

PALIN: Thank you, Gwen. And I thank the commission, also. I appreciate this privilege of being able to be here and speak with Americans. You know, I think a good barometer here, as we try to figure out has this been a good time or a bad time in America's economy, is go to a kid's soccer

game on Saturday, and turn to any parent there on the sideline and ask them, "How are you feeling about the economy?" And I'll bet you, you're going to hear some fear in that parent's voice, fear regarding the few investments that some of us have in the stock market. Did we just take a major hit with those investments? Fear about, how are we going to afford to send our kids to college? A fear, as small-business owners, perhaps, how we're going to borrow any money to increase inventory or hire more people. The barometer there, I think, is going to be resounding that our economy is hurting and the federal government has not provided the sound oversight that we need and that we deserve, and we need reform to that end. Now, John McCain thankfully has been one representing reform. Two years ago, remember, it was John McCain who pushed so hard with the Fannie Mae and Freddie Mac reform measures. He sounded that warning bell. People in the Senate with him, his colleagues, didn't want to listen to him and wouldn't go towards that reform that was needed then. I think that the alarm has been heard, though, and there will be that greater oversight, again thanks to John McCain's bipartisan efforts that he was so instrumental in bringing folks together over this past week, even suspending his own campaign to make sure he was putting excessive politics aside and putting the country first.

Day 5: Angle of Vision Images







Day 7 Peer Checklist:

Major Concerns:

- Do your best to avoid Eng-fish (i.e. overwrought language that attempts to sound academic by using unnecessarily obscure words/overly-complex sentences)
- Please pay attention to tense. Tense should remain consistent throughout the paper. The choice of past or present tense will depend largely on your topic, but when talking about a text, *always* use the present [i.e. Seuss *writes*, "I can read in red. I can read in blue. I can read in pickle color too" (2)].
- This assignment asked you to address P/E/L and Angle of Vision specifically. If you didn't have one of these things, you didn't follow the assignment.
- Make sure you're pointing out *specific examples* of P/E/L and Angle of Vision.
- Overly dramatic or general openings are distracting. "In the world today..." is not a great way to start a paper. The world is a large place. It's too general, and you are forced to make some massive generalizations in order to complete that sentence. Start more along the lines of "In eastern US cities..." or better yet, "In Philadelphia..." Granted, this example may be a bit of a simplification/generalization as well. The point is this--make sure you're introductions don't include wide sweeping generalizations as a way into your topic.

Other Concerns:

- Adhere to page length. If you are asked to write five pages, write five pages, not four and a quarter or four and a line.
NOTE: Do not use spacing in order to lengthen your pages. It's obvious when reading twenty-five paper which ones are spaced correctly and which ones aren't. Please adhere to the margin, font size, and heading styles explained on paper prompts.
 - Include a title. It gives your reader direction.
 - Never, under *almost* any circumstances, use the second person singular "you" or "your" in a paper. "You never know." The problem is that you can't assume the identity of your reader, and "you"
 - Avoid starting sentences with "obviously" or "of course" in an essay; these words/phrases typically signify that the writer can not justify what he/she is saying, and therefore has decided to make the reader think it is "obvious." If it's obvious, there's not reason to say it's obvious. If it isn't, you need to clarify it.
 - Then = time. We went to the store, *then* we went to the mall. Than = comparison. She was smarter *than* Billy.
 - Avoid discussing grammar for this session. Focus on global issues, and use local issues as examples of global problems.
- If you need someone else to review your paper, check out the writing center.

Day 8: Problematic Questions

Directions: Convert these questions into *specific* thesis statements. Don't worry about being correct in your argument at this point; be concerned with making a thesis with tension.

Example of a thesis with tension: Though the cell phone may permit a number of social advantages, it also creates generations of individuals that have become too dependent upon this technology.

1. How have Internet dating websites changed a particular part of our culture?
2. How has technology in the classroom helped or hurt student learning?
3. What impact has reality TV had on the economy of Hollywood?
4. What prevents auto manufacturers from creating more fuel-efficient vehicles?
5. How has city mural painting changed graffiti artists?
6. Why is or isn't public transportation a good idea in the suburb?
7. How has a particular type of music impacted another without receiving credit?
8. How is one current presidential policy hurting or helping college students?
9. What new challenge will the newest generation face that their parents did not?
10. How have social networking websites changed job application strategies for employers?

Day 10: Plagiarism Handout

Plagiarism is not simply using someone else's words without giving them proper credit. Plagiarism includes stealing word-for-word from an outside source and incorporating another's ideas, theories, findings, and analyses without giving them credit. If you summarize, paraphrase, or quote, you must give the original source the proper credit.

Here are two examples of plagiarism taken from *The Essentials of English: A Writer's Handbook* (2003):

Example 1

Original: There is little evidence to suggest that people are refusing to learn English. According to a 1985 study by the Rand Corporation, 95 percent of the children of Mexican immigrants can speak English. By the second generation more than half can speak *only* English. There is after all a huge inducement in terms of convenience, culture, and income to learn the prevailing language. (Bill Bryson, *The Mother Tongue: English & How It Got That Way*. New York: Avon, 1990, page 241)

Plagiarism: It is clear that immigrants want to learn English. As Bill Bryson notes, there is after all a huge inducement in terms of convenience, culture, and income to learn the prevailing language (241).

To Correct: It is clear that immigrants want to learn English. As Bill Bryson notes, "There is after all a huge inducement in terms of convenience, culture, and income to learn the prevailing language" (241).

Example 2

Original: U.S. English and other such groups maintain that linguistic divisions have caused unrest in several countries, such as Canada and Belgium- though they generally fail to note that the countries where strife and violence have been most pronounced, such as Spain, are the ones where minority languages have been most strenuously suppressed. It is interesting to speculate also whether the members of U.S. English would be so enthusiastic about language regulations if they were transferred to Quebec and found their own language effectively outlawed. (Bill Bryson, *The Mother Tongue: English & How It Got That Way*. New York: Avon, 1990, page 240).

Plagiarism: Countries with more than one language, such as Canada and Belgium, suffer internal strife, according to organizations like U.S. English. However, they don't mention that countries where minority languages are suppressed, such as Spain, have the most violence. One wonders how supporters of these organizations would feel if they moved to Quebec, where the use of English is severely restricted.

To Correct: Bill Bryson writes that countries with more than one language, such as Canada and Belgium, suffer internal strife, according to organizations like U.S. English. However, they don't mention that countries where minority languages are suppressed, such as Spain, have the most violence. Bryson wonders how supporters of these organizations would feel if they moved to Quebec, where the use of English is severely restricted.

Day 10: Is it or isn't it (Plagiarism)? Worksheet

Directions: Determine whether the following would be considered plagiarism. Write a Y or N next to each, and if they are plagiarism, discuss any ways they could be fixed.

Copying a paragraph from a book without acknowledging the author

Failing to put the word count on the front page of your essay

Using verbatim text for most of your essay, but including footnotes for the sources

Cutting and pasting a paragraph from an article with a few changes in word order, the paragraph is not in quotation marks but there is a reference both in-text and in the bibliography.

Misrepresenting quotations and fabricating references.

Working together with a friend to get ideas, the structure for an individual essay, then writing up the essays individually.

Taking short phrases from several sources and combining them with phrases of your own to compose a paragraph in your essay, the references are included in the bibliography but not referenced in the paragraph itself.

Downloading an essay from a free 'paper-mill' website and handing it in to be marked.

Copying another student's coursework with their knowledge.

Obtaining and using an essay from a previous year's student.

Making up references to put in the bibliography.

Submitting an essay as coursework that you have previously used in another class.

Lending another student your coursework to look at.

Suggesting some useful references to a friend who is struggling with an essay.

Copying a few sentences from a text book and putting it in your essay in quotation marks, referenced both in text and in the bibliography.

Source: <http://www.lts.leeds.ac.uk/plagiarism/teaching.php#game>

Day 16: Transition Sentence Practice

Donated by Leigh Graziano

The Horse Racing Industry: Issues and Reforms
Christa Kurman

The public view of horse racing in America was once one of affluence and prestige; however, the former sport of kings is now under intense public scrutiny as the breakdowns of many popular horses are being publicized. David Zirin, a sportswriter and racing strategist, has this to say about what horse racing has become in recent years: “Perhaps all the people who pounced on Michael Vick for fighting pit bulls should turn their attention to a sport that exudes mint julep gentility, but can be as cruel as any cockfight” (Zirin). Clearly, the sport is beginning to project an image of condoning outright animal cruelty in some cases. One of the most heartbreaking of racing’s tragedies occurred this year at the Kentucky Derby when Eight Belles, a popular and talented filly, collapsed after her second place finish. Both of her front ankles were irreparably shattered, and she was euthanized immediately on the track. The public was stunned that such an accident could occur; in fact, in a poll taken right after the incident it was found that 38% of Americans supported banning the sport of horse racing altogether (Newport).

_____. Horses bred this way experience lower leg injuries, like the one suffered by Eight Belles, because the weight and strength of their hindquarters overwhelms delicate structures in the lower legs (Kluger 54). An injury to the distal limbs in a horse is very serious and can often be fatal because blood vessels embedded in connective tissue can tear and cause loss of blood flow to the injury site, making healing and retention of the limb impossible (Kluger 54). Even if heroic surgical efforts are made, recovery is very difficult because horses cannot handle being immobilized for long periods of time; over time, they can develop a condition of laminitis, which causes often irreversible damage to structures within the hooves (“Equine Acute Laminitis”). Many racehorses experience chronic soreness but trainers run them anyway under the influence of analgesics, Lasix (an anti-bleeding drug), and anabolic steroids (Dwyre). In addition to these concerns, veterinarians attribute many of the injuries that occur in today’s racehorses to the fact that the animals are raced as two year olds when their bones and ligaments are not yet developed enough to handle the rigors of training and competition on the racetrack.

An industry committee lead by Mary Scollay recorded an average of 2.03 horse deaths for every 1,000 starts on dirt track (Dwyre). Racing is an industry worth 26.1 billion dollars, equivalent to one of the seventy-five largest companies in America, with an annual loss of horses costing the industry over 500 million dollars yearly (Peterson, McIlwraith, and Reiser 261). Ethical concerns have become increasingly strong as more horses break down on tracks. People for Ethical Treatment for Animals (PETA) activists are a common sight at large races (“PETA Protests”), and 38% of Americans of Americans support a ban on the sport of racing while only 21% believe

that hunting is wrong (Newport). American racing is often looked down upon by the racing industries in Europe where they oppose “drug cheating” and “where breeding leans more towards durability” (Dwyre). Some opponents of changing racing say that injuries only appear to be on the rise because the number of racehorses has increased along with the media attention directed at the sport (Kluger 54). Even if this is true, it is undeniable that today’s racehorses are becoming steadily less durable. In 1960, the average horse made 11.3 starts over the course of a career; today, horses make an average of 6.3 starts before they are no longer sound enough to race and must be retired (Dwyre).

It is true that these horses are more aesthetically pleasing and faster than more solidly built animals, but extreme selection for these traits has led to horses that are increasingly unable to stay sound (Weinbach A.3).

Although Native Dancer passes on superior racing traits to his offspring, he also passes his tendency to overwhelm the feet and ankles, leading to injuries in the distal limbs caused by extremely developed hindquarter muscles (Weinbach A.3). Eight Belles had Native Dancer in her pedigree three times (Weinbach A.3). Barbaro, who shattered his hind leg in the 2006 Preakness and was eventually put down after surgical efforts, also descended from Native Dancer several times (Weinbach A.3). In any other type of livestock an animal who was known to be predisposed to injury and to pass this onto his offspring regardless of any positive traits would immediately be culled (removed) from the breeding herd.

The Thoroughbred gene pool has always been small, as the entire breed stems from three stallions and forty three mares, and breeding has only been going on for three hundred years (Dwyre). As a direct result of current breeding practices, the gene pool has been getting even smaller. Over the past fifteen years, the number of producing stallions has dropped 50% since 1992 (Weinbach A.3). One way to create a more substantial horse is to introduce new breeding stock that has not previously been included in the Thoroughbred gene pool.

In nature, horses run on soft grass surfaces and are well suited to go very short distances (Frayne 66).

Opponents of synthetic tracks believe that the introduction of synthetics will cause the racing world to become split, with some trainers only running their horses on synthetic, others only on turf, and others only on dirt (Swindler). This would be problematic because it would greatly reduce the amount of money offered for the winner of each race, as well as race betting and attendance.

The surface performs equally well in dry or wet weather. This revolutionary material is made of silica sand, wax coated fibers, and recycled rubber and has been dubbed “Astroturf for horses” (Swindler). According to the magazine *Fast Company*, and George Pitt, a professor emeritus at MIT, synthetic surfaces such as Polytrack can reduce the impact on a horse’s lower legs and joints by more than half when compared to standard dirt track (Swindler). Research has also been conducted on dirt tracks to test how they might be made safer and more consistent (Peterson, McIlwraith and Reiser 260). The tests were performed by using a pneumatic apparatus created by scientists at the University of Kentucky that mimics a horse’s gait and can measure traction and rebound on many different surfaces. A device such as this is an important innovation because it will allow trainers to test and evaluate their own individual track compositions and make changes as necessary (Peterson, McIlwraith and Reiser 263-264). Although track improvement will help make racing easier, it is important to remember that it is not a definitive solution as many factors such as age, shoeing, weather, training, breeding, and pre-existing injuries or conditions affect the safety of racehorses.

Trainers wanting to make the most money possible generally choose to run these animals anyway under the influence of legal medications such as Lasix, “Bute,” and illegal local anesthetic agents like Mepivacaine, which is used to numb acute injuries (Dwyre). Lasix is a diuretic and anti-bleeding agent used to reduce inflammation quickly before a race; “Bute” is the common name for the pain reliever and anti-inflammatory Butazolidin (Dwyre). Although the use of these two

drugs is currently legal, they are not necessarily safe. A major danger that can occur when analgesics are used in performance horses is that subtle symptoms of possibly life threatening injuries or illnesses are masked and therefore ignored by trainers and managers (Dwyre). Horses allowed to run with even small injuries are at increased risk for breaking down later in life or experiencing chronic pain as they grow older. Lasix is a particularly dangerous drug for horses running in the heat and humidity, which many do during the off season in Florida or the Carolinas. The drug is a diuretic which causes excessive urination and sweating which lead to dehydration (Zirin). Excessive sweating is a major problem in horses because, unlike humans, the horse's body cannot selectively balance which electrolytes are lost through sweat, making it very easy for electrolyte imbalance to occur. An electrolyte imbalance in a horse is an emergency situation and can cause muscle spasms, heart and digestive problems, and nervousness, all of which are potentially dangerous (Davison). A common illegal drug used in racing is Mepivacaine which numbs an injured area for several hours. There is fear that drugs will be used when a horse is presented for sale so the trainer can get top dollar for the animal from an unsuspecting buyer (Graves). This drug is illegal because of its ability to mask even serious injuries (Dwyre). One major reason that illegal drug use is so common in American racing is because the only penalty a brief suspension from the sport. For example, Todd Pletcher, an important horse trainer, received a 45 day suspension when his horse Wait a While tested positive for the drug procaine (Finley).

Steroids are legal in nearly thirty states including Kentucky, Maryland, and New York, which produce and train many of the country's race horses (Zirin). Some track veterinarians find steroids useful for improving a horse's mental state, physical strength, and overall stamina (Zirin). Despite the undeniable fact that steroids cause an increase in performance, their risks certainly outweigh their benefits for both horses and handlers. Steroids cause unpredictable hormone surges which, in turn, cause unpredictable bouts of extreme aggression in horses, especially fillies, notes William Graves (Graves). These patterns of aggressive behavior pose a major danger to horses, jockeys, handlers, and trainers. Steroids are dangerous to the horse's muscles and internal organs and, just like humans (Dwyre), can lead to long withdrawal periods (Koch 17).

The abrupt withdraw of steroids turned a record setting racehorse into an animal that could not even complete his final race. Big Brown won the Preakness and the Kentucky Derby under the influence of Lasix and the popular anabolic steroid, Winstrol. His trainer, Rick Dutrow was

criticized for his heavy use of the drugs and believed that Big Brown could win the one and a half mile Belmont Stakes without them, so he quickly withdrew both medications (Rhoden and Drape).

A new committee dedicated to the welfare of Thoroughbred horses was formed by The Jockey Club on May 8, 2008, in response to the death of Eight Belles. The committee has since issued many reforms, most of which directly relate to improving horse management (“Jockey Club”). The first of these was to ban steroids; the 2009 Breeders’ Cup was run for the first time without them (“Breeders’ Cup”). The committee has also implemented better drug testing policies and stronger penalties for illegal doping. In addition to drug related reforms, a ban on “toe grabs” has been put in place to prevent lower leg injuries and tripping.

The plight of racehorses is often overlooked because they are seen as objects of human amusement. Animals in American society are a disposable commodity; when they no longer because useful either for work or pleasure they are discarded or destroyed. National leader and visionary Mahatma Gandhi said, “The greatness of a nation and its moral progress can be judged by the way its animals are treated” therefore, if the racehorse industry is to be profitable and publicly accepted, trainers and managers must learn to treat animals with compassion and kindness (“Can the Greatness”). Improvement in the lives of racehorses depends on many groups and individuals working together to make the breed better over time and to improve the lives of animals currently on the ground.

Day 16: Transitional Phrases Handout

Donated by Leigh Graziano

	Meaning	Transitional Words
To Add		And, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc)
To Compare		Whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true
To Prove		Because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is
To Show Exception		Yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes
To Show Time		Immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then
To Emphasize		Definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation
To Show Sequence		First, second, third, and so forth, A,B,C and so forth, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon.
To Give an Example		For example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate
To Summarize or Conclude		In brief, on the whole, summing up, to conclude,

in conclusion, as I have shown, as I have said,
hence, therefore, accordingly, thus, as a result,
consequently, on the whole

Day 17: MLA Citation handout

Donated by Leigh Graziano

Directions: Please give the example in the Little Penguin for each of the questions below, not the generic explanation.

1. How do you format a quote longer than four lines? What page did you find the information on?
2. How do you cite a book by a group organization?
3. How do you do an in text citation of two or three authors?
4. How do you cite a weekly or biweekly magazine on the works cited page?
5. How do you do an in text citation of a work quoted in another source?
6. What does the page number format look like for MLA?
7. How do you cite a website on the works cited page?
8. How do you cite an article from an academic journal on the works cited page?
9. What is the format for a works cited entry on an online scholarly journal from a database?

Day 17: Incorporating Sources Worksheet (Mosh Pit)

Suppose that your city has scheduled a public hearing on a proposed city ordinance to ban most pits at rock concerts. Among the factual data available to various speakers for evidence are the following:

- Some bands, like Nine Inch Nails, specify festival seating that allows a most pit area
- A female moshers writing on the Internet says: “I experience a shared energy that is like no other when I am in the pit with the crowd. It is like we are all a bunch of atoms bouncing off of each other. It’s great. Hey, some people get that feeling from basketball games. I get mine from the most pit.”
- A student conducted a survey of fifty students on her campus who had attended rock concerts in the last six months. Of the respondents, 80 percent thought that most pits should be allowed at concerts.

Narrative comments from a questionnaire included the following:

- Mosh pits are a passion for me. I get an amazing rush when crowd surfing.
- I don’t like to be in a most pit or do crowd surfing. But I love festival seating and like to watch the mosh pits. For me, mosh pits are part of the ambience of a concert.
- I know a girl who was groped in a mosh pit, and she’ll never do one again. But I have never had any problems.
- Mosh pits are dangerous and stupid. I think they should be outlawed.
- If you are afraid of mosh pits just stay away. Nobody forces you to go into a mosh pit! It is ridiculous to ban them because they are totally voluntary. They should just post a big sign saying “City assumes no responsibility for accidents occurring in mosh pit area.”
- A 14-year-old boy suffered permanent brain damage from a most pit accident when he went to hear Rage Against the Machine in Seattle in 1996.
- A teenage girl suffered brain damage and memory loss at a 1998 Pearl Jam concert in Rapid City, South Dakota. According to her attorney, she hadn’t intended to body surf or enter the mosh pit but “got sucked in while she was standing at its fringe.”
- There were twenty-four concert deaths recorded in 2001, most of them in the area closest to the stage where people are packed in.
- A 21-year-old man suffered cardiac arrest at a Metallica concert in Indiana and is now in a permanent vegetative state. Because he was jammed into the mosh pit area, nobody noticed he was in distress.

Compose two short speeches, one supporting the proposed city ordinance to ban mosh pits and one opposing it. How you use these data is up to you, but be able to explain your reasoning in the way you select and frame them.

Extra Lesson 1 Handout: Ethos, Pathos and Logos in Martin Luther King Jr.'s "Letter from Birmingham Jail"

Martin Luther King's Letter from Birmingham Jail--a rhetorical analysis

In the following text, here is the color key:

Purple: the opposition's arguments

Red: use of an emotional appeal or pathos

Green: use of appeal to authority or reputation or ethos

Blue: use of an appeal to logic or logos

MY DEAR FELLOW CLERGYMEN:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good-faith negotiation.

Then, last September, came the opportunity to talk with leaders of Birmingham's economic community. In the course of the negotiations, certain promises were made by the merchants --- for example, to remove the stores' humiliating racial signs. On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium on all demonstrations. As the weeks and months went by, we realized that we were the victims of a broken promise. A few signs, briefly removed, returned; the others remained.

As in so many past experiences, our hopes had been blasted, and the shadow of deep disappointment settled upon us. We had no alternative except to prepare for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and the national community. Mindful of the difficulties involved, we decided to undertake a process of self-purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?" We decided to schedule our direct-action program for the Easter season, realizing that, except for Christmas, this is the main shopping period of the year. Knowing that a strong economic withdrawal program would be the by-product of direct action, we felt that this would be the best time to bring pressure to bear on the merchants for the needed change. Then it occurred to us that Birmingham's mayoralty election was coming up in March, and we speedily decided to postpone action until after election day. When we discovered that the Commissioner of Public Safety, Eugene "Bull" Connor, had piled up enough votes to be in the run-off we decided again to postpone action until the day after the run-off so that the demonstrations could not be used to cloud the issues. Like many others, we waited to see Mr. Connor defeated, and to this end we endured postponement after postponement. Having aided in this community need, we felt that our direct-action program could be delayed no longer.

You may well ask: "Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word "tension." I have earnestly opposed violent tension, but

there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.

The purpose of our direct-action program is to create a situation so crisis-packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.

One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely. Some have asked: "Why didn't you give the new city administration time to act?" The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act. We are sadly mistaken if we feel that the election of Albert Boutwell as mayor will bring the millennium to Birmingham. While Mr. Boutwell is a much more gentle person than Mr. Connor, they are both segregationists, dedicated to maintenance of the status quo. I have hope that Mr. Boutwell will be reasonable enough to see the futility of massive resistance to desegregation. But he will not see this without pressure from devotees of civil rights. My friends, I must say to you that we have not made a single gain civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr has reminded us, groups tend to be more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct-action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we stiffly creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging dart of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross-county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading

"white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness" then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the last to advocate disobeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all"

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I-it" relationship for an "I-thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong and awful. Paul Tillich said that sin is separation. Is not segregation an existential expression of man's tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong.

Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal.

Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state's segregation laws was democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?

Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First Amendment privilege of peaceful

assembly and protest.

I hope you are able to make the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country's antireligious laws.

I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.

I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase of the transition from an obnoxious negative peace, in which the Negro passively accepted his unjust plight, to a substantive and positive peace, in which all men will respect the dignity and worth of human personality. Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.

In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion? Isn't this like condemning a

robbed man because his possession of money precipitated the evil act of robbery? Isn't this like condemning Socrates because his unswerving commitment to truth and his philosophical inquiries precipitated the act by the misguided populace in which they made him drink hemlock? Isn't this like condemning Jesus because his unique God-consciousness and never-ceasing devotion to God's will precipitated the evil act of crucifixion? We must come to see that, as the federal courts have consistently affirmed, it is wrong to urge an individual to cease his efforts to gain his basic constitutional rights because the quest may precipitate violence. Society must protect the robbed and punish the robber.

I had also hoped that the white moderate would reject the myth concerning time in relation to the struggle for freedom. I have just received a letter from a white brother in Texas. He writes: "All Christians know that the colored people will receive equal rights eventually, but it is possible that you are in too great a religious hurry. It has taken Christianity almost two thousand years to accomplish what it has. The teachings of Christ take time to come to earth." **Such an attitude stems from a tragic misconception of time, from the strangely rational notion that there is something in the very flow of time that will inevitably cure all ills. Actually, time itself is neutral; it can be used either destructively or constructively. More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.** Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be co-workers with God, and without this hard work, time itself becomes an ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy into a creative psalm of brotherhood. **Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.**

You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. **I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency, made up in part of Negroes who, as a result of long years of oppression, are so drained of self-respect and a sense of "somebodiness" that they have adjusted to segregation; and in part of a few middle class Negroes who, because of a degree of academic and economic security and because in some ways they profit by segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best-known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible "devil."**

I have tried to stand between these two forces, saying that we need emulate neither the "do-nothingism" of the complacent nor the hatred and despair of the black nationalist. **For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle.**

If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as "rabble-rousers" and "outside agitators" those of us who employ nonviolent direct action, and if

they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black-nationalist ideologies a development that would inevitably lead to a frightening racial nightmare.

Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright of freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the Zeitgeist, and with his black brothers of Africa and his brown and yellow brothers of Asia, South America and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent-up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides – and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people: "Get rid of your discontent." Rather, I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is being termed extremist.

But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love: "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." Was not Amos an extremist for justice: "Let justice roll down like waters and righteousness like an ever-flowing stream." Was not Paul an extremist for the Christian gospel: "I bear in my body the marks of the Lord Jesus." Was not Martin Luther an extremist: "Here I stand; I cannot do otherwise, so help me God." And John Bunyan: "I will stay in jail to the end of my days before I make a butchery of my conscience." And Abraham Lincoln: "This nation cannot survive half slave and half free." And Thomas Jefferson: "We hold these truths to be self-evident, that all men are created equal ..." So the question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love? Will we be extremists for the preservation of injustice or for the extension of justice? In that dramatic scene on Calvary's hill three men were crucified. We must never forget that all three were crucified for the same crime---the crime of extremism. Two were extremists for immorality, and thus fell below their environment. The other, Jesus Christ, was an extremist for love, truth and goodness, and thereby rose above his environment. Perhaps the South, the nation and the world are in dire need of creative extremists.

I had hoped that the white moderate would see this need. Perhaps I was too optimistic; perhaps I expected too much. I suppose I should have realized that few members of the oppressor race can understand the deep groans and passionate yearnings of the oppressed race, and still fewer have the vision to see that injustice must be rooted out by strong, persistent and determined action. I am thankful, however, that some of our white brothers in the South have grasped the meaning of this social revolution and committed themselves to it. They are still too few in quantity, but they are big in quality. Some – such as Ralph McGill, Lillian Smith, Harry Golden, James McBride Dabbs, Ann Braden and Sarah Patton Boyle – have written about our struggle in eloquent and prophetic terms. Others have marched with us down nameless streets of the South. They have languished in filthy, roach-infested jails, suffering the abuse and brutality of policemen who view them as "dirty nigger lovers." Unlike so many of their moderate brothers and sisters,

they have recognized the urgency of the moment and sensed the need for powerful "action" antidotes to combat the disease of segregation.

Let me take note of my other major disappointment. I have been so greatly disappointed with the white church and its leadership. Of course, there are some notable exceptions. I am not unmindful of the fact that each of you has taken some significant stands on this issue. I commend you, Reverend Stallings, for your Christian stand on this past Sunday, in welcoming Negroes to your worship service on a non-segregated basis. I commend the Catholic leaders of this state for integrating Spring Hill College several years ago.

But despite these notable exceptions, I must honestly reiterate that I have been disappointed with the church. I do not say this as one of those negative critics who can always find something wrong with the church. I say this as a minister of the gospel, who loves the church; who was nurtured in its bosom; who has been sustained by its spiritual blessings and who will remain true to it as long as the cord of Rio shall lengthen.

When I was suddenly catapulted into the leadership of the bus protest in Montgomery, Alabama, a few years ago, I felt we would be supported by the white church, felt that the white ministers, priests and rabbis of the South would be among our strongest allies. Instead, some have been outright opponents, refusing to understand the freedom movement and misrepresenting its leaders; all too many others have been more cautious than courageous and have remained silent behind the anesthetizing security of stained-glass windows.

In spite of my shattered dreams, I came to Birmingham with the hope that the white religious leadership of this community would see the justice of our cause and, with deep moral concern, would serve as the channel through which our just grievances could reach the power structure. I had hoped that each of you would understand. But again I have been disappointed.

I have heard numerous southern religious leaders admonish their worshipers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare: "Follow this decree because integration is morally right and because the Negro is your brother." In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and mouth pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation of racial and economic injustice, I have heard many ministers say: "Those are social issues, with which the gospel has no real concern." And I have watched many churches commit themselves to a completely other worldly religion which makes a strange, on Biblical distinction between body and soul, between the sacred and the secular.

I have traveled the length and breadth of Alabama, Mississippi and all the other southern states. On sweltering summer days and crisp autumn mornings I have looked at the South's beautiful churches with their lofty spires pointing heavenward. I have beheld the impressive outlines of her massive religious-education buildings. Over and over I have found myself asking: "What kind of people worship here? Who is their God? Where were their voices when the lips of Governor Barnett dripped with words of interposition and nullification? Where were they when Governor Wallace gave a clarion call for defiance and hatred? Where were their voices of support when bruised and weary Negro men and women decided to rise from the dark dungeons of complacency to the bright hills of creative protest?"

Yes, these questions are still in my mind. In deep disappointment I have wept over the laxity of the church. But be assured that my tears have been tears of love. There can be no deep disappointment where there is not deep love. Yes, I love the church. How could I do otherwise? I am in the rather unique position of being the son, the grandson and the great-grandson of

preachers. Yes, I see the church as the body of Christ. But, oh! How we have blemished and scarred that body through social neglect and through fear of being nonconformists.

There was a time when the church was very powerful in the time when the early Christians rejoiced at being deemed worthy to suffer for what they believed. In those days the church was not merely a thermometer that recorded the ideas and principles of popular opinion; it was a thermostat that transformed the mores of society. Whenever the early Christians entered a town, the people in power became disturbed and immediately sought to convict the Christians for being "disturbers of the peace" and "outside agitators" But the Christians pressed on, in the conviction that they were "a colony of heaven," called to obey God rather than man. Small in number, they were big in commitment. They were too God intoxicated to be "astronomically intimidated." By their effort and example they brought an end to such ancient evils as infanticide and gladiatorial contests.

Things are different now. So often the contemporary church is a weak, ineffectual voice with an uncertain sound. So often it is an archdefender of the status quo. Far from being disturbed by the presence of the church, the power structure of the average community is consoled by the church's silent and often even vocal sanction of things as they are.

But the judgment of God is upon the church as never before. If today's church does not recapture the sacrificial spirit of the early church, it will lose its authenticity, forfeit the loyalty of millions, and be dismissed as an irrelevant social club with no meaning for the twentieth century. Every day I meet young people whose disappointment with the church has turned into outright disgust.

Perhaps I have once again been too optimistic. Is organized religion too inextricably bound to the status quo to save our nation and the world? Perhaps I must turn my faith to the inner spiritual church, the church within the church, as the true ekklesia and the hope of the world. But again I am thankful to God that some noble souls from the ranks of organized religion have broken loose from the paralyzing chains of conformity and joined us as active partners in the struggle for freedom. They have left their secure congregations and walked the streets of Albany, Georgia, with us. They have gone down the highways of the South on tortuous rides for freedom. Yes, they have gone to jail with us. Some have been dismissed from their churches, have lost the support of their bishops and fellow ministers. But they have acted in the faith that right defeated is stronger than evil triumphant. Their witness has been the spiritual salt that has preserved the true meaning of the gospel in these troubled times. They have carved a tunnel of hope through the dark mountain of disappointment.

I hope the church as a whole will meet the challenge of this decisive hour. But even if the church does not come to the aid of justice, I have no despair about the future. I have no fear about the outcome of our struggle in Birmingham, even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham, here and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America's destiny. Before the pilgrims landed at Plymouth, we were here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence across the pages of history, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; they built the homes of their masters while suffering gross injustice and shameful humiliation – and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands.

Before closing I feel impelled to mention one other point in your statement that has troubled me profoundly. You warmly commended the Birmingham police force for keeping "order" and "preventing violence." I doubt that you would have so warmly commended the police force if you had seen its dogs sinking their teeth into unarmed, nonviolent Negroes. I doubt that you would so quickly commend the policemen if you were to observe their ugly and inhumane treatment of Negroes here in the city jail; if you were to watch them push and curse old Negro women and young Negro girls; if you were to see them slap and kick old Negro men and young boys; if you were to observe them, as they did on two occasions, refuse to give us food because we wanted to sing our grace together. I cannot join you in your praise of the Birmingham police department.

It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather "nonviolently" in public. But for what purpose? To preserve the evil system of segregation. Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or perhaps even more so, to use moral means to preserve immoral ends. Perhaps Mr. Connor and his policemen have been rather nonviolent in public, as was Chief Pritchett in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of racial injustice. As T. S. Eliot has said: "The last temptation is the greatest treason: To do the right deed for the wrong reason."

I wish you had commended the Negro sit-inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will recognize its real heroes. They will be the James Merediths, with the noble sense of purpose that enables them to face jeering, and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy-two-year-old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride segregated buses, and who responded with ungrammatical profundity to one who inquired about her weariness: "My feet is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judaeo-Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?

If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me.

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil rights leader but as

a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood,
MARTIN LUTHER KING, JR.

Extra Lesson Plan 2: Passive Voice Handout

Passive Voice: What’s missing?

voice	explanation	example
Active	Subject does the action	The <u>students</u> <u>took</u> <u>the exam</u> . subject action direct object
Passive	Subject is acted upon.	The <u>exam</u> <u>was</u> <u>taken</u> . subject action past participle

What is the difference between active and passive voice?
Why is passive voice problematic?

Problem	Example	Clarity Issue
Passive voice causes a writer or speaker to seem uncertain.	Strawberries are said to be good for your skin	Who said this?
Passive voice causes a writer or speaker to seem manipulative	It is proven that my opponent is from Mars and hates America.	How has this been proven?
Passive voice omits information	The check was written.	For whom? By whom?

Exercise A: Choose the most effective sentence.

1.
 - Memorial Hall is visited frequently.
 - Students frequently visit Memorial Hall.
2.
 - Hungry students buy Poptarts from the vending machines.
 - Poptarts are bought from the vending machines.
3.
 - It has been thought that the flamingos outside the window are strange and creepy.
 - The writing tutors think that flamingos outside the window are strange and creepy.

Exercise B: Analyze and adjust the clarity issues in these examples of passive voice.

1. It has been said that Karen can eat an entire bag of Fritos on her own.
 - What information is omitted from this sentence?
 - Give an example of how this sentence could be fixed:
2. Shoulders are shrugged in confusion when the teacher explains physics.
 - What information is omitted from this sentence?
 - Give an example of how this sentence could be fixed:

Extra Lesson 6 Handout: Wordiness Worksheet

Wordiness Worksheet

Tips to help you stay **concise**:

1. Replace several vague words with more powerful and specific words.
2. Interrogate every word in a sentence.
3. Combine Sentences.

1. **(14)** The politician talked about several of the merits of after-school programs in his speech. (8)
2. **(20)** Our website has made available many of the things you can use for making a decision on the best dentist. (9)
3. **(19)** Working as a pupil under someone who develops photos was an experience that really helped me learn a lot. (10)
4. **(22)** The teacher demonstrated some of the various ways and methods for cutting words from my essay that I had written for class. (10)
5. **(66)** Eric Clapton and Steve Winwood formed a new band of musicians together in 1969, giving it the ironic name of Blind Faith because early speculation that was spreading everywhere about the band suggested that the new musical group would be good enough to rival the earlier bands that both men had been in, Cream and Traffic, which people had really liked and had been very popular. (32)
6. **(67)** Many have made the wise observation that when a stone is in motion rolling down a hill or incline that that moving stone is not as likely to be covered all over with the kind of thick green moss that grows on stationary unmoving things and becomes a nuisance and suggests that those things haven't moved in a long time and probably won't move any time soon. (?)
7. **(18)** Ludwig's castles are an astounding marriage of beauty and madness. By his death, he had commissioned three castles. (11)
8. **(24)** The supposed crash of a UFO in Roswell, New Mexico aroused interest in extraterrestrial life. This crash is rumored to have occurred in 1947. (16)
9. **(26)** For all intents and purposes, American industrial productivity generally depends on

certain factors that are really more psychological in kind than of any given technological aspect.
(11)

10. (27) Our branch office currently employs five tellers. These tellers do an excellent job Monday through Thursday but cannot keep up with the rush on Friday and Saturday. (20)

Prompts

Peer Letter Prompt

Problem and Thesis:

For this assignment, you will need to read the partial or full-length drafts belonging to your peers and provide thoughtful, written feedback. You must be prepared to discuss your comments in class the next day and engage in further conversation.

Argument and Support:

First, you will address the strengths of the writing and support your observations by citing specific examples. Ex: The use of the personal narrative about your mother's battle with breast cancer was a successful way of introducing your topic. This narrative encouraged the audience to become emotionally involved with the material yet did not stray from the subject which is insufficient health insurance for cancer patients.

Second, you will address global issues in the paper. Ex: Overall, the language is too casual for a research paper. I would omit contractions and phrases such as "you never know." Also, you rely too heavily on quotations. Your argument would be more persuasive if the reader knew more about how these quotations fit into your argument. Perhaps paraphrasing or incorporating excerpts of the quotes into your own words would assist the reader's understanding of your argument.

Third, you will analyze specific weaknesses in the writer's argument and support your observations by citing specific examples. Ex: In your third paragraph, the topic sentence indicates that you will be discussing the ways in which humans are susceptible to visual images. However, several of the examples in this paragraph refer to how humans react to different perfumes. Perhaps this information would be more effective in the paragraph about scent.

Fourth, you will address repetitive local changes that you notice in the writing. Ex: The writing tends to rely heavily on passive voice throughout the paper. Or Ex: Review the most recent guidelines for citing material from an internet source.

Finally, address any other praise, observations or suggestions in your closing remarks.

Use of Sources:

You are expected to cite material directly from your peers' papers in order to support your observations.

Mechanics and Formatting:

Length: 2 pages,

double spaced, 1" margins

Font: Times New Roman, 12 pt

Formatting: Professional Letter Format

Rhetorical Analysis Prompt

Problem and Thesis:

For this assignment, you will need to read a few essays in the latest edition of the Arak Anthology. In this paper, we will be examining how effective writers achieve their argument, so your thesis should make a claim about whether or not you agree or disagree with the argument made and your thematic reason for disagreeing.

Argument and Support:

Since your argument will be focused around either agreeing or disagreeing with the argument of the essay in the Arak, I will ask you to focus specifically on ethos, pathos, and logos used within the paper you choose. First, you will summarize this argument, choosing the most important points as foci. Second, you will analyze (objectively) how this argument achieves its effectiveness. Finally, you will argue whether or not you agree, grounding points of agreement/disagreement in a discussion of ethos, pathos, and logos.

Use of Sources:

Since you will be agreeing or disagreeing with a paper, you will need to have sources to back you thoughts. Therefore, you will need to find two outside sources to support the argument you make in your paper. Your works cited page should be MLA formatted. In-text citations are to be incorporated throughout.

Organization:

Since this is a 4-5 page paper, I wouldn't spend more than 3 pages discussing the essay in the Arak via summary and ethos, pathos, logos. You will need *at least* two pages of analysis to argue for or against the essay you're analyzing. All your topic sentence should be logically organized to prove your thesis. Transition sentences are a must.

Mechanics and Formatting:

Length: Paper should be 4-5 pages,

Font: Times New Roman, 12 pt

Formatting: MLA citations with works cited

Sentence Level Issues: Paper should be nearly free of mechanical errors;

Due Dates:

September 3rd: Assigned

September 22nd: Peer Review

September 24th: Final Draft Due

read your paper out loud or visit the Writing Center in the basement of Memorial Hall if you're struggling.

Exploratory Essay Prompt

Problem and Thesis:

The problem of this assignment involves research and critical thinking. First, you will select a general topic heading under which your research will take place. You will research (taking notes on what sources provide you with what information), trying to work towards a problematic question that will become your research paper thesis. Because your thesis is the product of your research, you will need to *end* this paper with your thesis, using the model of a delayed thesis.

Argument and Support:

This paper does not require traditional argument and support. Instead, your argument will be a developing idea. Think of this paper as a big stone block out of which you'll create a sculpture. Your research should allow you to chip away at the subject until you get to a question underneath. To that end, you should be quoting any interesting or particularly important pieces of information you find. Start with a topic; end with a thesis. Make it clear that you have found a thesis and be sure to explain WHY it is problematic, also discussing a possible significance for this argument.

Use of Sources:

Obviously, your sources will be critical to the development of your paper. Therefore, I will be requiring **AT LEAST FIVE SOURCES** to get you moving on your research. As always, anything that you borrow from the source should be cited using standard MLA – see your Little Penguin Guide.

Organization:

Since this is a 6-8 page paper, I wouldn't spend any less than 3-4 pages developing and discussing your research. You will need *at least* two pages to introduce as well as discuss the problematic question you've developed. Your topic sentences should be logically to explain how you reached your problematic question and thesis. As always, transition sentences are a must.

Mechanics and Formatting:

Length: Paper should be 6-8 pages, double spaced, 1" margins.

Font: Times New Roman, 12 pt.

Formatting: MLA citations with works cited.

Due Dates:

October 6th: Assigned

October 20th: Peer Workshop

October 22nd: Final Draft Due

Sentence Level Issues: Paper should be almost free of mechanical errors; read your paper out loud or visit the Writing Center in the basement of Memorial Hall if you're struggling.

Research Paper Prompt

Problem and Thesis

For this assignment, I will ask you to choose a *specific topic* on which you can take a stand. You will need to find an argument that is interesting to you and research both sides in order to hone your own ideas. You will be asked to take a stand, arguing one side with support from outside sources and making a critical assertion about this topic. Your thesis should reflect your stance on this issue and hint at the question of "so what?" (i.e. the implications of your stance on this argument) that will be elaborated upon in the conclusion.

Argument and Support

Because you will be using one specific topic as the basis for your argument, you will need to research before you write to be sure that you have a solid understanding of the issues involved. **You should explain both sides of the argument objectively before subjectively taking a stand on one side, supporting your ideas with sources.** Your conclusion should briefly summarize your stance and suggest larger implications of your conclusions about the argument.

Use of Sources

You will need to find a *source per page*. This does not mean that you should use only one source per page, but this rule of thumb will give you enough research from which you can argue. Sources should not only support your argument but should be used as points with which you can disagree, and both should be weaved seamlessly into your writing. These sources should be quoted and paraphrased in order to enhance your paper using correct MLA citation techniques.

Organization

As we've discussed, organization is critical to the logos of any argument. Topic sentences should be clear and relate back to thesis. Your ideas should be ordered so they make sense for your audience and the argument you're making (i.e. Chronological, Point-Counterpoint, etc). Each paragraph must transition into the next, and I strongly advise you not to force such a transition. These transition sentences should flow naturally if your paragraphs are a natural organization of your ideas.

Length: Paper should be 6-8 pages, double spaced, 1" margins.

Due Dates:

October 29th: First Draft Workshop

November 3rd-5th: Conferences

November 17th: Peer Workshop

November 19th: Final Draft Due with
Source Packet

Font: Times New Roman, 12 pt.
Formatting: MLA citations with works cited.

Sentence Level Issues: Paper should be almost free of mechanical errors; read your paper out loud or visit the *Image Analysis: Part 1*

Problem and Thesis:

I will ask you to use at least five of the techniques addressed in class to create your own advertisement. This advertisement will demonstrate your skill in verbal rhetoric. Your thesis should address the message and audience of your advertisement.

Argument and Support:

You need to explain how the techniques discussed target a specific audience and work to enforce the message of your ad. Consider aspects of the advertisement such as word choice, colors, people, and objects to the company producing this ad/product and the current issues in the world that may be informing the creation and perception of this ad. You will refer to visual techniques such as cropping, juxtaposition, perspective, foreground and background that will inform your analysis of this paper. Think audience, and make sure your argument closes by making a larger claim about the ad, company, consumers, etc.

Use of Sources: N/A

Organization:

After writing your research paper, I have all the confidence in the world that you will be able to find a suitable organization in this paper. You've worked hard this semester, and this assignment should reflect all the skills you've appropriated for your writing. Find a logical progression for your paper; again, come see me if you need help. Make sure to address the message of the ad, the audience addressed, and how the techniques cater to the audience to reinforce the message.

Mechanics and Formatting:

Length: Paper should be 2 pages, double spaced, 1" margins
Font: Times New Roman, 12 pt
Formatting: MLA format
Sentence Level Issues: Paper should be almost free of mechanical errors; read your paper out loud or visit the Writing Center in the basement of Memorial Hall if you're struggling.

Due Dates: November 19 th : Assigned December 8 th : Final Draft Due

Image Analysis: Part 2

Problem and Thesis:

I will ask you to use the techniques we've been gathering all semester to write a rhetorical critique of an image you find in a magazine/online. I would suggest you use an ad, but if you choose not to do so, please come see me and get approval for the image beforehand. I will ask you to refer to the techniques addressed in class to create your own advertisement. This advertisement will demonstrate your skill in verbal rhetoric. Your thesis should address the message and audience of your advertisement.

Argument and Support:

You need to explain how the techniques discussed target a specific audience and work to enforce the message of your ad. Consider aspects of the advertisement such as word choice, colors, people, and objects to the company producing this ad/product and the current issues in the world that may be informing the creation and perception of this ad. You will refer to visual techniques such as cropping, juxtaposition, perspective, foreground and background that will inform your analysis of this paper. Think audience, and make sure your argument closes by making a larger claim about the ad, company, consumers, etc.

Use of Sources:

Not applicable for this essay.

Organization:

After writing your research paper, I have all the confidence in the world that you will be able to find a suitable organization in this paper. You've worked hard this semester, and this assignment should reflect all the skills you've appropriated for your writing. Find a logical progression for your paper; again, come see me if you need help. Make sure to address the message of the ad, the audience addressed, and how the techniques cater to the audience to reinforce the message.

Mechanics and Formatting:

Length: Paper should be 3-4 pages,

double spaced, 1" margins

Font: Times New Roman, 12 pt

Formatting: MLA citations with works cited

Sentence Level Issues: Paper should

Due Dates:

November 19th: Assigned

December 8th: Final Draft Due

be almost free of mechanical errors; read your paper out loud or visit the Writing Center in the basement of Memorial Hall if you're struggling.

Oral Presentation Prompt:

The idea behind oral presentations is to share with your classmates your paper topic and research. Your presentation should be coherent and well-thought out. To that end, you may have note cards ONLY, but you should NOT be reading off any written material. You should dress professionally for class that day.

The standard format:

- You have a MAXIMUM of 10 minutes
- Identify your thesis (the position you took), your three claims, and the counterargument, the results of original research, and your conclusion
- Create for your classmates an engaging handout about your issue. Your handout should include:
 - A visual
 - Your thesis
 - Your three claims and some evidence to support them
 - Share some of the results of your original research
 - Provide bibliographic information
 - Your conclusion
- Basically, this handout should contain everything your classmates need to know to be informed and engaged in this topic even if they take a different position than you. You should print 20 copies in order to have one for everyone. **You will lose a FULL LETTER GRADE if you fail to have copies for your classmates.**
- You **MUST** be in class the day of presentations. If you are absent, I will not make time for you to give your presentation in the following class. You will have zero you cannot make-up.

Presentation Dates: December 1 st December 3 rd December 8 th

Sample Student Papers

Sample Exploratory Essays:

Sample Exploratory Essay 1:

Light Up Your Life

When you think of the words “energy consumption” in today’s society it is impossible not to think of the debate between fossil fuels and alternative fuels. Fossil fuels, consisting of coal, oil, and natural gas, are sources of energy which are the result of millions of years of decomposition and are, therefore, limited and nonrenewable in their supply. However, alternative fuels may range from wind and biomass energy to solar power, each of which is a renewable energy because it provides a limitless supply of energy which may be used repeatedly with little to no decrease in availability. Due to the accessibility and relative cheap cost of gathering and harnessing fossil fuels, they are the largest source of energy in America (Department of Energy). The fact that fossil fuels comprise the majority of our energy consumption consequently means that alternative fuels, such as solar power, are used less, decreasing their accessibility. On the other hand, the current world society has led to increased concern regarding the health of the planet as a result of the harm caused by the consumption of these fuels.

Consuming fossil fuels does not come cheap to our environment as harmful emissions are produced, crippling plants and the atmosphere, forcing many to speak up in outrage. According to Roy Nersesian in *The Energy of the 21st Century*:

The environmentalist point to oil as being primarily responsible for pollution... Pollution-emission regulations... can pose significant operational challenges for the oil companies... The “Beyond Petroleum” of BP... is recognition of that oil companies must operate in an environmentally friendly way and consider issues beyond their focus on oil (159).

This source is important for my efforts because it helps to get the point across that the efforts of environmentalists in fighting oil companies has helped open the door for alternative fuels. By limiting the power of oil companies, the market for alternative fuels is given an opportunity to grow which will allow these industries to someday assume command of our country's energy demand. Along with these policies, environmentalists have proven to be influential in raising environmental and health awareness.

Due to recent environmental awareness, more efforts have been made to find new alternative fuels to fossil fuels. In an article posted by Science Daily, "One-fifth Of Fossil-fuel Emissions Absorbed By Threatened Forests", the annual amount of carbon dioxide emitted as a byproduct of combustion is estimated at about 32 billion tons (University of Leeds). This source allowed me to gain an understanding about just how much pollution fossil fuels create every year. Though forests consume twenty percent of the 32 billion tons, the remaining eighty percent of emissions are left to damage the earth's ozone layer, the protective blanket of gases that filters the sun's bad radiation. The staggering amount of carbon dioxide emitted by fossil fuels is even more herculean when compared to the emissions by solar power.

In an article by Charles Q. Choi, "...there are fears that making solar cells might release more hazardous pollution than fossil fuels... if people switched from conventional fossil fuel-burning power plants to solar cells, air pollution would be cut by roughly ninety percent." (Chio). I chose this article because it shows how much more environmentally friendly solar power is than fossil fuels. Cutting carbon emissions is one of the top priorities of today's world society and solar power technology may provide the opportunity to achieve that goal. Emissions are only half the battle when it comes to fossil fuels, the processes of mining and storing these fossil fuels is equally as harmful to the environment and often even more so to our health and safety. The physical burden imposed on the earth is clearly evident as seen in oil rigs and coal mines, each of which is a hazard not only to those who work in these environments but also to those who live in communities surrounding them.

One case in particular that particularly caught my attention was that of Centralia, Pennsylvania where an entire community once thrived. Due to its appeal, I chose David DeKok's, the author of the *Unseen Danger*, website excerpt because it gives an accurate summary of the details of the tragedy at Centralia. DeKok states in his website that the fire was accidentally ignited in 1962 by a trash fire, however, despite countless attempts to contain and subdue the fire, no headway has been gained which has led to the allocation of more than forty million dollars from Congress for the relocation of the town's inhabitants (DeKok). Today, the town is a literal ghost town as nearly all of its inhabitants have evacuated due to the harmful gases produced as a result of the fire that has been burning under the town for nearly fifty years. It is because of fossil fuels that the unfortunate event at Centralia occurred and is a clear-cut example of the danger that fossil fuels impose on our everyday lifestyle. Apart from coal mining disasters, fossil fuel disasters involving oil are extremely detrimental, primarily to our wildlife, the most notable of such oil disasters is the Exxon Valdez oil spill which occurred in Prince William Sound, Alaska, resulting in the loss of millions of wildlife animals. The unfortunate results of these disasters led to my support for a new, safer alternative fuel source to fossil fuels, in particular, solar energy. Among the ways to harness solar radiation, the use of photovoltaic cells has proven to be the most widely practiced method.

Solar energy is a term used for several different ways the sun's radiation may be harnessed for energy, however, after reading about the use of photovoltaic cells in *Energy of the 21st Century* by Roy Nersesian, the use of photovoltaic cells is the most interesting form in my opinion. According to Nersesian, he estimates "the energy [from the sun] that reaches sea level at high noon on a clear day to be about 1,000 watts per square meter. One hour's worth of solar energy striking the earth is greater than all the energy consumed by the world's population in one year" (Nersesian 318). Photovoltaic cells provide us with the ability to harness the incredible amount of potential solar energy that reaches the earth everyday. Imagine producing enough energy to support the world in one hour allowing us to eliminate a year's worth of fossil fuels and billions of tons of carbon emissions, the idea of such an opportunity makes solar power even more appealing. There are various uses for photovoltaic cell technology, such as home and small business and commercial, each providing its own advantages and disadvantages.

The use of photovoltaic cells in solar panels has found its greatest influence in home and individual use. The first ever solar panel to be integrated into a roof for private use was created right here at the University of Delaware in 1973 (Nersesian 318). The process of integrating solar panels into building materials has certainly grown since then. I used Mukund Patel's book as a source in support of the use of solar panels in building components, where in it he states that companies such as Solarex in Maryland are:

to develop and manufacture low-cost, easy to install, preengineered building-integrated photovoltaic modules... made in shingles and panels can replace traditional roofs and walls... initiating the Million Solar Roof Initiative to place one million solar power systems on homes and buildings across the U.S. by the year 2010. (Patel 151)

This new technology allows homeowners to pay for only these components. Because the property and frame of the building are already set in place, builders are able to include the cost of the building-integrated photovoltaic modules in the cost of the project as a whole. The appeal of solar energy is not only in its design but also in its ability to save money.

Though the initial price tag of installing photovoltaic cells may be daunting at first, small businesses and individuals are encouraged to make the switch to solar power with helpful persuasion in the form of rebates which help to improve the cost and availability of solar panels. According to the Department of Energy's "A Homebuyers Guide to Going Solar", "According to the *Appraisal Journal*, home value increases \$20 for every \$1 reduction in annual utility bills. A solar system that saves \$200 per year, then, would also add \$4,000 to the value of a home." (Solar Energy). I chose this particular source because the possibility of rapidly increasing one's home's value was very interesting and seems to be even more incentive for a transition to solar power. Also, owners of solar-equipped homes are often more satisfied with their home while "part of the cost of a home equipped with solar systems includes a locked-in energy price over the lifetime of the solar equipment." (Solar Energy). Because solar equipped homes produce their own electricity, they do not have to pay for electricity from the power companies and are, therefore, not subject to the variable prices of the electrical companies. Solar systems may also qualify for a plethora of "federal, state, local, and utility incentives that can reduce the up-front cost [of solar equipment] by 40% to 50% or more." (Solar Energy). Cutting the cost of homes will in turn make them more accessible and allow more individuals to invest in these new green homes while at the same time helping to reduce carbon emissions. Conversely, commercial solar power in cities has not yet made the strides which match its urban counterparts.

While cities around the world are experimenting with solar energy, supplying an entire city with solar energy is slightly more complicated than supplying a home. However, as previously stated, by replacing electrical plants powered by fossil fuels with plants powered by solar power, carbon emissions would be reduced by about ninety percent. Nersesian states in his book that "solar power can bring electricity to a remote area at less cost than building a conventional generation, transmission, and distribution system" (Nersesian). This statement was appealing to me because it reveals that the use of solar power in the commercial world is primarily used to support secluded small towns out of reach of the large electrical grids. Because of the relatively small market for solar power in cities, I feel that discussing the use of urban, residential solar energy is more important due to its vastly growing market.

The first step to transcending our dependence on old world fossil fuels to the newer alternative fuel of solar energy begins at home, literally, with the use of home solar systems and building-integrated photovoltaic modules. Residential solar energy will help to cut housing costs by virtually eliminating utility bills as a result of self sufficient energy production. Government support of the financial and environmental aspects of solar energy has helped to stimulate the growth of this green energy and will continue to do so. With the housing market close to an all time low and with little hope for improvement in the near future, this new, seemingly futuristic cure in the form of solar energy will help relieve some of this pressure, making homes more appealing and, in the long run, more efficient both economically and environmentally.

By eliminating the need to purchase energy produced from fossil fuels, solar homes will help to greatly decrease carbon emissions while giving potential owners more incentive to purchase one of these green homes. Incentives in the form of increased property value and satisfaction of their homes are just two of many. For example, "Studies indicate that solar homeowners are more satisfied, and satisfied homeowners recommend their builders to others twice as often as neutral owners... And home buyers are increasingly concerned about the environment, national security, and health..." (Solar Energy). With greater concern in other aspects of their lives, solar energy homeowners will be more likely to spread their concerns which will provide an overall benefit to society.

Solar energy will prove to be the answer to the rising toll our traditionally fossil fuel dependent society has taken on the environment while simultaneously providing a beneficial economic impact. As an industry that produces 32 billions tons of carbon dioxide annually, the impact that fossil fuels pose on the environment is undeniable, thankfully, solar energy provides a much cleaner solution. Apart from the staggering amount of annual carbon emissions that will be avoided as a result of solar energy, the physical impact on the earth, which is equally as destructive, will be greatly reduced.

The unfortunate fate of towns and wildlife at the hands of today's fossil fuel driven society may be saved through the use of solar power. Towns such as Centralia, PA could be spared such is the case of the wildlife that once thrived in Prince William Sound, AK, because the coal and oil that led to these tragedies will no longer be necessary in a society dominated by solar energy. Through the use of lightweight, static solar panels, the once hazardous risks involved in harnessing, transporting, and storing fossil fuels will be a thing of the past. The environmental improvements together with the economic benefits as a result of solar energy are much too great to pass up. In a society whose world is suffering for the acts of one species it is our duty to find a way to fix our wrongdoings. Since the onset of the industrial revolution, the consumption of fossil fuels has increased exponentially, and sadly, so has the rate of destruction of our environment. Solar energy provides the opportunity to help correct what we, the human race, have done to the environment and ourselves. We must transcend our dependence on fossil fuels and embrace the age of solar power, or as they say, out with the old and in with the new.

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Sample Exploratory Essay 2:

Ever since my first trip to SeaWorld in Florida when I was 7, I have had a strong interest in the ocean and the creatures it inhabits. It began as a love of the dolphins and the killer whales in the shows and developed into a love for every creature living in the sea. I have always wanted to scuba dive on the Great Barrier Reef and see the amazing creatures that live there. The coral reefs have been known as “the rainforests of the ocean” because it is one of the most diverse ecosystems on the Earth (USEPA 1). The reefs are home to millions of different aquatic species (IYOR 1). However, the reefs are becoming more and more in danger and I have been curious as to why they are disappearing.

I began by researching the basics of coral and the coral reefs. Coral is composed of tiny marine animals, called polyps, which live in warm, shallow water, usually in the tropics. There are two different types of coral; soft coral and hard coral (IYOR 1). The difference between hard coral and soft coral is the structure. Hard coral are also known as reef making coral. The coral polyps absorb calcium and carbon dioxide from the water to produce a calcium carbonate skeleton, otherwise known as limestone, around them. Soft coral, however, do not create a skeleton around themselves. Instead, they have a wood-like core for support. The most common types of soft coral are sea fans, sea feathers and sea whips (IYOR 1). When the coral polyps inside the skeleton die, it is referred to as coral bleaching because the white limestone skeleton is the only part that remains.

In each coral polyp, there is a tiny, single-celled algae called zooxanthellae. The coral polyp and the algae live in a symbiotic relationship (USEPA 1). Each one depends on the other to live. The algae undergoes photosynthesis and produces oxygen and nutrients that the coral needs and in return the coral produces the carbon dioxide that the algae needs. In addition to the nutrients that the coral needs, the algae produce the vibrant colors that coral is known for. To undergo photosynthesis, the algae need plenty of light that is only found in shallow, clear water, therefore coral survive best in water no more than 30 meters deep (IYOR 1). If the conditions are not perfect, then the coral may lose the majority of the algae and the remaining algae will lose a significant amount of their photosynthetic pigment becoming translucent. When this happens the coral appears to be white, or bleached because the white limestone skeleton shows through (USEPA 1). This is why it is referred to as coral bleaching. If conditions return to normal, the algae will regain their color and the coral will eventually recover. However, if the conditions remain poor, the coral will eventually die. When the conditions are favorable, coral reefs usually grow very slowly, only about 0.5 to 2 cm per year (IYOR 1).

Then I began to research the factors that affect the survival of the coral. I was very surprised to discover how many small factors can affect the coral. I discovered that most, if not all, of these factors can in some way be traced back to humans. Humans are the sole reason why the coral reefs are being destroyed. There are two different ways that human have destroyed the reefs; directly and indirectly. The difference between the two is that directly affects the reef itself while indirectly affects one specific thing that in turn affects the reef. The two ways that humans directly destroy the reefs is by destructive fishing practices and inexperienced scuba divers. In

addition to directly hurting the reefs, the ways humans indirectly destroy the reefs are by over fishing, pollution, and global warming.

The two ways of directly destroying the coral reefs can cause significant damage to the reefs. In the Philippines and Indonesia, fishers use explosives or poisons to assist catching the fish living on the reefs (Hayden 1). The explosives and poisons paralyze the fish on the reef without killing them. Once the fish have been stunned, the fishers tear apart the reefs to collect the comatose fish to sell as pets in many different countries. In addition to destructive fishing practices, in many areas, tourists cause significant harm to the reefs. Many inexperienced scuba divers stand on coral without even noticing and turn over pieces of coral to see what is underneath. Many times, divers will break off a piece of coral to take as a souvenir. This affects the coral because they are very sensitive organisms and one tiny thing can hurt them greatly. The one tiny piece that a tourist broke off could have taken many decades for the coral to make.

Over fishing has a greater affect on reefs than I originally thought. If one specific type of fish was over fished, the animals survived off of that fish would starve and die. This would cause a chain reaction, and eventually every part of the reef would be affected and would lead to the dying of the entire reef. "In 2003, 24% of coral reef habitats were included in 'no-fishing zones'" (University of Michigan 4). These areas have restricted fishing because the affects of the fishing significantly impacted the balance of the reef. By prohibiting the fishing in certain areas the ecosystem is able to recover and find a balance again.

The second indirect way that humans hurt the reefs is by pollution. "Certain model estimates indicate that 22% of the world's coral reefs are threatened by land-based pollution" (University of Michigan 3). As I said before, for coral to survive, it needs very clean and clear water. The chemicals, especially fertilizers, that runoff into the water can affect the clarity and the cleanliness of the water. When the water is not clear, the amount of sunlight that can penetrate the water is limited which in turn makes it harder for the algae to photosynthesize. Also, many fertilizers from farms can cause an overgrowth in algae. This overgrowth results in an abnormal amount of bacteria to feed on the abundant algae. The extra bacteria are very harmful to the coral in addition to everything that lives on the reef. In addition to the chemical that run into the ocean, the litter has a big impact as well. "It is estimated that more than 100 million marine animals are killed each year due to the plastic debris in the oceans. More than 80% of this plastic comes from land" (CCC 1). For example, sea turtle are not able to differentiate between jellyfish and floating plastic bags in the water. When the sea turtles eat the bags they suffocate on them and die. Sea turtles are not the only animal that is harmed from trash in the water. Sometimes, the plastic is broken into tiny pieces that are invisible to even humans. Any animal that ingests these tiny particles will become severely sick (CCC 1).

Lastly, one of the greatest threats to the reefs is global warming. As I said previously, even the slightest increase in temperature can cause coral bleaching. "Mass coral bleaching generally happens when temperatures around coral reefs exceed 1°C above an area's historical norm for four or more weeks" (IYOR 1). This shows how sensitive the coral reefs are to temperature change. A one degree change for only a short period of time can cause the coral to die. In the Eastern Pacific, severe El Niño climates have caused 95% of the coral reefs in the Galapagos Islands to die (University of Michigan 2). These extreme climates usually occurred only every seven to eight years, however, recently they have been occurring every three to five years due to global warming (University of Michigan 2). In addition to the temperature increase, global warming has caused the sea levels to rise. Coral only grow in shallow water because they need light to survive, and when the sea level rises, it is harder for the coral to survive due to the

change in sunlight. Global warming is ultimately caused by the buildup of greenhouse gases in the atmosphere. In addition to the atmosphere, the sea water is becoming more concentrated with carbon dioxide (Carpenter 560). This increase in carbon dioxide can drastically affect the reefs.

After reading that an increase in carbon dioxide can affect the coral, I became very interested and decided look into it. I found an article about the calcification rates dropping in the Australian reefs due to an increase in carbon dioxide. Calcification is the rate at which the coral takes calcium from seawater to build a limestone skeleton. Many scientists have studied the coral skeletons to compare the rate of calcification from year to year (De'ath 1). Just like a tree trunk, when split in half, you can determine how old the coral is by counting the rings. In addition to counting the rings, scientists can measure the width of each ring to determine the rate of calcification. The calcification rate increased 5.4% from 1900 to 1970. However, the calcification rate decreased 14.2% from 1990 to 2005 (De'ath 1). Many scientists believe that this decrease is caused from an increase in carbon dioxide in the water. The extra carbon dioxide in the water decreases the calcium ion concentration in the water. When the calcium ion concentration decreases, the coral is not able to absorb the remaining calcium to build their skeleton (Carpenter 560). Also, if the carbon dioxide concentration is too high, then the coral suffocate and die. Scientists predicted that an increase in carbon dioxide would eventually occur, but they did not think it would be happening this soon (De'ath 1).

After reading about the factors that affect coral, I decided to research was how many of the coral reefs are currently destroyed or in danger. Researchers separate the coral into categories ranging from Least Concern, to high risk, or Critically Endangered. There are a total of 845 coral species, however, 141 of those species do not have enough data to be categorized (Carpenter 561). Of the remaining 704 species of coral, 407 species are considered either near threatened or threatened (Carpenter 561). Currently around twenty-five percent of the worlds reefs are effectively destroyed (Hayden 1). Scientists have predicted that if nothing is done to protect the reefs and prevent them from being destroyed; the reefs will be completely gone in 30-50 years (Hayden 1). Even though the reefs are currently being destroyed, less than one percent of the reefs are protected through out the world.

After reading about the currently damages reefs, I started to wonder if there is actually benefits to having healthy coral reefs. The coral reefs are a huge tourist attraction, bringing in billions of dollars to the community each year (NOAA 1). In addition to tourism, coral reefs serve as protection to the shore. Around 90% of the energy from waves is absorbed by the coral reefs (Butler 1). Finally, coral reefs has a possible medicinal value. The plants and animals that live near a coral reef have the possibility to be used for medicine (NOAA 1). Some coral produce strong chemicals used for protection against predators. Scientists have been researching the potential of these chemicals to cure diseases such as cancer, arthritis and some bacterial infections that currently are not treatable (NOAA 1).

The advantages of protecting the reefs are very easy to see. However, there are also advantages to not protecting the coral reefs as well. This problem is currently being debated and is not going to be solved quickly and easily. The underlying question is, are the advantages of keeping the reefs more beneficial that just letting the reefs disappear forever?

One major reason why the reefs should not be protected is the cost. It would be very expensive to protect the reefs and provide a healthier environment for the coral reefs. To provide the coral reefs with a healthy environment, many things would have to happen. First, the greenhouse gases, especially carbon dioxide, would need to be significantly decreased in the atmosphere and in the water. For this to happen, there would have to be many changes, such as

alternate fuel that would be extremely expensive. Second, the temperature of the oceans would have to return to a normal range again for the coral. Finally, the pollution and waste that is currently being dumped in the water must be taken care of in a different manner that is not harmful to the coral. These three things combined would probably be very expensive to accomplish. In addition to the costs, it would be near impossible to stop every small thing that affects on the coral reefs.

However, there are many immense advantages of protecting the reefs. The reef protects the land from waves and floods. Without the reefs, many homes would be destroyed and or in need of repair. To replace or fix all of these houses would be very expensive. In the Maldives, concrete breakwaters were installed due to the destruction of the natural coral reefs. The cost of the breakwater was \$10 million per square kilometer (Butler 1). If the original coral reefs had been protected and survived, many millions of dollars could have been saved. In addition, there is a very good possibility that the reefs hold medicinal value. There may be cures for many diseases that are incurable currently. There is a possibility that there could find a cure for cancer in addition to cures or treatments for many other diseases. It has been estimated that “value of coral reefs is between US\$100,000 to US\$600,000 per square kilometer a year while the cost of protecting them, through the management costs of a marine protected area, is just US\$775 per square kilometer annually” (Butler 1). The amount of money it costs to protect the coral reefs is almost insignificant compared to the economical value of the reef. In addition to the costs, our country is already headed in the direction of reducing emissions of greenhouse gases and taking that one extra step to protect the reefs would be very beneficial. Finally, the coral reefs bring in billions of dollars each year in the tourist area which in turn helps the economy of the country.

Both sides of the argument are valid and can be supported by strong evidence. However, after researching both sides to this argument, I believe that the advantages of protecting the coral reefs are far more important than the advantages of not protecting the coral reefs. The coral reefs are unique and delicate ecosystems that contain many unknowns that one day could hold the key to something incredibly important. Every person affects the coral reef in some small way, either indirectly or directly, and every person needs to make an effort to help protect the reefs. If we do not make a change, the coral reefs will continue to be destroyed and they will disappear forever within the next generations.

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Sample Exploratory Essay 3

The Beauty of Blood

The diamond: a symbol of beauty, status, and glamour as well as a symbol of death, destruction, and conflict, has acted as the catalyzing agent for ending the lives of over three million people. Blood diamonds or conflict diamonds, as they are formerly called in these situations, are the means by which many poverty stricken countries gain funds to finance their war efforts. The crisis is more specifically linked to the regions of Angola, Sierra Leone, and the Democratic Republic of Congo, all located in Africa. At the beginning of my research process, my primary question was: why use the diamond? It became clear after evaluating several sources that it was not the diamond itself that these countries are seeking, but the high monetary gains that can be attained from selling the small, natural rarities. In the minds of those fighting these bloody wars, diamonds do not represent beauty, status and glamour, but a means to a more prosperous economy. Before forming my own opinion on the blood diamond conflict, I wanted to attain more concrete information about the origins of these diamond based wars. While conducting my research I noticed that Angola, Sierra Leone, and the Democratic Republic of Congo, kept being noted for their extreme poverty; this is ironic as they are all naturally rich in diamonds and petroleum. Their motive for fighting over diamonds is clear as there are significant monetary benefits. However, it is my goal to research how these monetary benefits have lead to the continuation of these wars and subsequent failed efforts to stop them.

Due to of my interest in business, the first article I chose focused on the economic basis of diamond mining set in Angola. I began reading an article from the Journal of International Affairs called “Profit vs. Peace: The Clandestine Diamond Economy of Angola,” by Jake H. Sherman. In 1961, Angola began a civil war against the spread of Portuguese Colonialism as its spread brought about the development of a slave trade and forced labor throughout Angola. Portuguese Colonialism’s power over the Angolans handicapped their ability to create a strong infrastructure and successfully support themselves through legal means. It did not make sense to me that Angola was faced with poverty because of its endowment with natural resources; but after reading about Portuguese Colonialism it became clear that outside forces handicapped Angola’s true potential.

After speaking about Portuguese Colonialism, Sherman moved on to discuss other players in the conflict diamond issue. The Union for the Total Independence of Angola (UNITA) founded in 1966 and the Movement for the Liberation of Angola (MPLA), are not only two of the most well known supporters of war funding through diamonds, but also the two leading political parties in Angola. From 1961 to 1975 UNITA fought with the MPLA in the Angolan War for Independence. Again in 1975 to 2000, UNITA and MPLA were fighting one another in the growing civil war. These wars brought with them fluctuations in supply, demand, and price levels; and created their inability to function with stability. The civil war between these two parties can be best characterized as, “guerilla tactics, gross violations of human rights, and economic destruction” (Sherman 1). The wars are solely acting as a destructive force. The sale of diamonds by UNITA is a leading contributor in the continuation of the devastating civil war, as the Angolan government derives funds from diamonds to fight UNITA. From this article it becomes clear that UNITA’s corrupt diamond practice will continue to exist as long as there is a demand. UNITA rose between three to four billion dollars during the time between 1992 and

1998, I could imagine it being difficult for UNITA to stay optimistic about a diamond free future when looking back at such high gains.

With a better understanding of why the corruption exists, albeit of its undeniable negative externalities, I began to focus in on the sale blood diamonds by leaders in the industry. “Diamonds of Death: a tough bill is falling victim to the power of warlords and corporations,” by Ken Silverstein, mentions some of these industry leaders and their role in the conflict. What will it take for these companies to stop supporting blood diamonds and see their negative impact on society? Groups such as Global Witness, World vision, Physicians for Human Rights, and Amnesty International threatened to, “launch a consumer boycott until the industry changed its buying practices so as to insure that conflict diamonds are eliminated from international markets” (Silverstein 1). Once again, it is evident that money is the leading motivator in the desire to end to the sale of the blood diamonds; not injustice. The possibility of losing business lead to both the industry leaders Lazare Kaplan International, and De Beers to improvise their revenue earning tactics as they account from anywhere from 4% to 15% of the world’s seven billion dollar trade. A decrease in profits and destroyed reputation are more worrisome to these companies than destroyed lives.

While it was obvious to me that diamond retailers such as Lazare Kaplan and De beers are large contributors to the problem; it also became obvious through my research that they are not the only ones. Those countries that smuggle diamonds out of war areas as well as diamond furnishing companies also act as beneficiaries to the trade. These parties “benefit,” and all remain involved with blood diamond trade for selfish reasons. Deceitful business tactics have been a method used by major corporations to cover-up for their faults while still supporting the trade through UNITA. In 1999, an 83% increase in sales seemed a bit suspicious for De Beers, although they actively denied any illegal purchases. It later came out that they were purchasing most of UNITA’s output in order to prevent a fall in prices. The economic framework of the operation becomes clearer while taking a closer look at a simple economic principle: as price rises because of the inability to use blood diamonds, demand falls and in turn price falls. It is obvious that such excuses as “there is not much that can be done,” or “the identification of blood diamonds would be nearly impossible,” are a result of the retailer’s resistance to sell diamonds at a lower price.

Several steps are being taken by authority to promote change within the industry. The World Diamond Council (WDC) claims they will support the leader’s within the diamond industry’s campaigns for the discontinuation of diamond trading in US markets, where approximately two thirds of diamonds are sold. The Conflict Diamonds Act of 2001 was an effort made by lobbyists to promote a credible reputation to combat dropping profits. It states that, “no diamonds are to be imported into the United States from countries that are not on an approval list that the treasury department will issue later this year” (Silverstein 3). The bill inquires about a “cooperating country,” defined as one that is “negotiating in good faith to develop an acceptable international agreement” (Silverstein 3). This definition is not concrete; the vagueness of the act lets industries operate under lenient terms. Efforts should be made with clearer operation standards, but it is the monetary cost companies would have to face that is stopping them from proceeding.

Another effort to control the corruption was the creation of Rough Controls. The purpose of Rough Controls is to insure that imported diamonds are legitimate, as evidenced by proper identification. The diamonds are supposed to be transported in secure containers to ensure that nothing is tampered with. “All importing countries, including Belgium, Israel, Russia, and India

will reject stones that can't be certified as coming from countries that have Rough Controls" (Silverstein 2). The WDC strongly supports Rough Controls, but support is not what will bring immediate change, however the execution of thoughtful action will. Opponents of Rough Controls spoke of the restrictions being too difficult to abide by, however I see this as another excuse to continue the blood diamond trade. Authority such as the WDC doesn't want to put too high of a burden on jewelers, but it should be the jeweler's responsibility to take control over their own inventory. It would make sense for jewelers who are supposedly "legitimate retailers" to regulate what goods they are putting on the market place; it is a matter of taking responsibility for one's own actions. After identifying key players in the blood diamond conflict and developing a better understanding of their motivations, I found an interesting article covering the prominence of the diamond as a terrorist trading tool. To add to the list of the diamond supporters, are terrorists, as exemplified in the next article that my research brought me to.

In "Deadly Jewels: Tracing the trail of 'conflict diamonds'," a veteran journalist by the name of Greg Campbell depicts the corruption running rampant in Africa. Moving forward with my research I took a look at Campbell's article and his focus another country affected by Blood diamonds: Sierra Leone. "The knowledge that diamonds may now be a terrorist's best friend is chilling news to the big international cartel De Beers, which has made billions of dollars over the years by suggesting that diamonds are forever" (Campbell 2). Sierra Leone, a nation that displays many parallels to Angola, was founded in 1787 by a group of British philanthropists whose goal was to create a free place for former slaves to unite after the slave trade was abolished in 1807. The country became a British colony soon after this. With the discovery of diamonds the climate drastically changed, bringing about fierce competition and hate. Although the government of Sierra Leone tried to control the situation, they failed; successful workers dropped their jobs immediately in order to reap the benefits of the diamond trade. Because the diamonds were being smuggled rather than sold, the country was not enjoying the economic perks of increased product flow in the market. "Angry that they were not sharing in the wealth generated by diamond, by 1991 the country was ripe with revolution promised by the Libyan-trained Revolutionary United Front" (Campbell 3). During this time Sierra Leone faced even more trouble as the rebel group Revolutionary United Front (RUF) launched assaults against the government. While the RUF promised a more stable future, they did just the opposite. The RUF killed many of the people of Sierra Leone and used others as prisoners of labor. By 2000, over seventy-five thousand people had been mutilated and or killed; the disturbing tension between the RUF and the other key players appeared to be the spark that ignited the flame of change.

In 2001, De Beers chose a more aggressive stance on the issue, beginning what is known as the Kimberley Process, which is, "a series of meetings of all involved in the industry to discuss appropriate responses to those linking diamonds and rebel groups in Africa" (Campbell 3). Although efforts are consciously being made to stop the flow of conflict diamonds, veteran journalist Gregg Campbell has his doubts and stated, "Conflict diamonds will be bought as long as they are available. They are easy to transport, easy to smuggle – swallowed or hidden in toothpaste – and east to mine. Once they are cut and polished, it is extremely hard to pinpoint their place of origin" (Campbell3). The genuine and sometimes not so genuine concerns of authority see the future as a place for change, but it is not easy to carry out such change with so many ulterior motives. Al Qaeda members have been working with the RUF to prevent the end of diamond trading, and to continue making more money through their sale. It is my belief that countries such as Africa are often ignored because of how astronomically different they are from the United States. Although the governments, economy and infrastructure of countries differ, it is

not right for any one place to be held in higher esteem. If countries all around the world could see what could become of Africa had they possessed control over their own natural resources, positive change could occur which could in turn benefit other countries.

After briefly learning about the Kimberley Process Certification Scheme (KPCS) in Campbell's article, I decided to find further information on the Process as it is one of the more positive steps toward liberation that have been taken. The article "A diamond Agreement in the Rough," by Holly Burkhalter, delves in to the Kimberley Process and speaks of what it entails. The scheme was launched in 2003 by the United Nations General Assembly (UNGA) and the United Nations Security Council (UNSC) with a goal of preventing the trade of diamonds which finance wars throughout Africa. As the pressure built up it became increasingly more difficult for leading diamond retailers to maintain their reputation and keep their practices hidden from the public. At this time, the government stepped in hoping to stop the malignant forces of RUF and UNITA from carrying on with their illegal practices. In May 2000, South African diamond-producing countries met in Kimberley, South Africa, to discuss the issue. This was when the Kimberley Process was born. "The KPCS document sets out the requirements for controlling rough diamond production and trade" (Burkhalter 1). Participants can only trade with other participants in the Kimberley Process in order to keep the corruption out of the market. Under KPCS legislation participants must meet certain requirements and are periodically checked on by other participating countries. The participating countries also meet twice a year to review annual reports, analyze statistical data and speak about other possible entrants. The Kimberley Process's mission not only addresses countries interests in ending heir conflicts, but it also addresses the idea behind rebuilding the reputation the diamond industry once had.

The idea behind the Kimberley Process is genius; formal documentation, penalties, and standards to abide by are what are needed to bring change. The question I have now is whether the Kimberley Process is just a great idea or whether it actually has chance for success. In Burkhalter's article, she discusses her own reasons being skeptical, stating:

The concluding sections are the weakest features of the agreement and represent the crusading nongovernmental organizations' Waterloo at Kimberley. The certification scheme has no permanent secretariat in place to compel compliance by either industry or governments. As such, the success of Kimberley depends upon the willingness of member states to blow the whistle on countries that fail to fulfill their pledges (2).

It appears that the success of the Kimberley Process is dependent on compliance by participating parties; this situation is congruent to that of the one of Rough Controls and the Conflict Diamonds Act of 2001. The parties, once corrupt, may still hold the profit seeking mentality that they once did. While researching the Kimberley Process I became skeptical of the intentions of those who are in control. It is understandable that the Kimberley Process has not completely terminated the blood diamond trade, but active participation by members could lead to limitless opportunities for success in the near future.

Throughout the course of my research I became much more knowledgeable on the topic of conflict diamonds. As sick as it may sound, it is not completely unimaginable as to why the diamond is used to support war efforts and other illegal activities; the availability and high value of these natural treasures make them the perfect medium to finance wars. I was unclear as to why action taken to stop the use of conflict diamonds has not been successful, but I now understand that the lack of pro-action is intentional. Ending the existence of blood diamonds would bring major changes to the business cycle and this in turn, instills fear in those who are profiting from their use. Although a conflict diamond free future seems like a good idea, it is hard for businesses

and other supportive parties to see past the losses they could incur. A commonality in anti-conflict diamond legislation is vagueness and doubt. From my research I concluded it is the work of De Beers and other companies alike that are prolonging the diamond conflict and negating any action taken to make a more successful future.

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Sample Research Essays:
Sample Research Essay 1:

Conflict Diamonds: When Cash Beats Consensus

A diamond holds a meaning which varies drastically in different societies. The intended use of the diamond and the subsequent benefits that can be attained from its possession depend on the group being discussed. For example it is a common occurrence, specifically in the Southern African countries of Angola, Sierra Leone, and the Democratic Republic of Congo, to use diamonds as a means to finance wars against internationally recognized governments. The diamonds' value provides the necessary food, clothing, transportation and weapons needed to sustain these civil wars. Blood diamonds, or conflict diamonds, as they are called in these warring situations, have been the topic of debate among such parties as diamond retailers, political parties, the government and non-governmental organizations (NGOs) for years. The Kimberley Process, a proposed plan to ensure that the trade of diamonds does not fund violence, is dependent on the honest and active cooperation of its participants. The work of NGOs such as Global Witness, have uncovered the failed attempts of De Beers (a profiting diamond retailer) to implement conflict diamond free legislation and to meet the requirements of the Kimberley Process. The money driven operation of the diamond industry has inhibited the successful nature of the Kimberley Process and the successive termination of blood diamonds.

What exactly is a conflict diamond and how did their destructive nature come in to existence? The United Nations defines conflict diamonds as the following:

Conflict diamonds are diamonds that originate from areas controlled by forces or factions opposed to legitimate and internationally recognized governments, and are used to fund military action in opposition to those governments, or in contravention of decisions of the Security Council.

Conflict diamonds have been used over the years for varying reasons, the most prominent of which is monetary reasons. The unethical procurement of diamonds from Africa has resulted in illegitimate business practices by those associated with blood diamonds, as well as a malfunctioning economy in countries across the continent. When there is conflict, civil wars break out, bringing with them drastic economical changes. The supply, demand, and price level of the economy fluctuate during warring times, and consequently leading to further disruptions of an already unstable economical infrastructure. Diamonds are a valuable resource for Southern Africa and have the ability to bring the poor countries of Angola, Sierra Leone, and the Democratic Republic of Congo prosperity. "Diamond fields are rife with chaos and instability, and rebel groups and terrorists can still take advantage and access diamonds" (Put a Stop). If not placed in the proper hands and under the right controls, all that Southern African countries will ever see from diamonds is war.

Ironically, Southern African countries have been unable to reap the monetary benefits of their own natural resources, specifically oil and diamonds. The Angolan government has been forced to use diamonds to fund war, rather than being able to use them as a tool for their own betterment. This misallocation of funds plays a pivotal role in the Angola's weakness, as well as those other countries in Southern Africa who have also fell in to a similar pattern. In these warring times, profits become the ultimate goal rather than the possibility of peace and solidarity, and in this case the termination of blood diamonds. De Beers' interest in selling diamonds and purchasing them inexpensively have contributed to sustaining the blood diamond trade.

De Beers, founded in 1888, has been credited as a respectable diamond retailer among consumers for years. Their strong reputation can be owed to a series of strategic marketing tactics and their ability to shine above other competitors such as Alrosa. De Beers coined the slogan, "Diamonds are forever," the ideal that they have maintained for the past 50 years. Consumers feel they can depend on De Beers for the highest quality diamonds, and in turn, have developed a loyal client base. The corporation's domination over the diamond market has allowed it to keep stable prices through controlling the global supply and subsequently, their position as a leader in the diamond retail business. De Beers' chairman Nicky Oppenheimer stated, "Diamonds do not make engines run faster or planes fly further or higher. Unique among major raw materials, the gem diamond has no material use to man" (Voss 6). Strategic marketing and the maintenance of its competitive position in the industry have brought consumers in and kept them coming regardless of the fact that a diamond is simply a piece of carbon with no practical use.

In an article titled "The Diamond business gets rough," Bristol lane Voss speaks about his beliefs behind De Beers' success:

In a world of free market competition, De Beers is an anachronism. Since the 1930's it has commanded the global diamond industry, operating the world's most effective cartel, the Central Selling Organization (CSO), controlling 70% to 80% of the rough diamond market. (2)

The power of persuasion becomes clear when considering De Beers' success along with inevitable social, cultural and economic issues it has had to face as a product of the time. De Beers' ability to control the minds of consumers through advertisements and the perception of a clean reputation has acted as a leading reason behind the corporations' success. Are blood diamonds the first thing to come in to a consumers mind when thinking of De Beers? It is more likely for the consumer to think of something more pure, especially when the corporation constantly associates their diamonds with perfection and forever-ness. A marketing campaign worth over 200 million dollars a year and a strong reputation has won over the minds of consumers and in turn has allowed De Beers to remain at the top of the pack, regardless of its continuous use of blood diamonds.

De Beers' unethical purchase and sale of blood diamonds have been exposed through different means and then later justified by the corporation itself, moving the conflict back to square one. Along with De Beers, other groups play a role in the blood diamond conflict and have voiced their opinions. NGOs and non-profit organizations have represented the other side of the argument. A London based NGO, Global Witness, is one such active voice. Global Witness investigates and campaigns to prevent natural resource-related conflict and corruption as stated on their webpage. It has played an active role in exposing the illegitimate practices of De Beers and do so with the most reputable and truthful of information; the facts. De Beers' interest in sugar coating the brutal reality of the conflict diamond trade hurts future progress towards its termination, as consumers and other affiliates aren't able to realize the preponderancy of the situation. Legislation is only as effective as the measures taken towards its implementation. De Beers has not properly implemented the Kimberley Process and consequently the scheme does not represent a flawless means to an end of blood diamonds.

When looking at the conflict diamond issue in monetary terms, the ulterior motives behind those involved, such as De Beers and Global Witness become clearer. NGOs and human's rights organizations play a different role in regards to the termination of blood diamonds, as opposed to De Beers and illegitimate fighting groups such as the Union for the Total Independence of Angola (UNITA) who seek monetary rewards. In the case of De Beers, a laissez faire approach has been

taken while dealing with the conflict. This is a reflection of its fear of future monetary loss as a result of purchasing more expensive diamonds from another source. Purchasing diamonds elsewhere would cause a decrease in demand from consumers as higher prices would be less appealing. Global Witness, doesn't view the diamond as a profiting resource and therefore has taken a more aggressive and effective approach to the destruction of the blood diamonds. De Beers' and Global Witness' goals for their future can be evidenced in the action they have taken toward the elimination of blood diamonds.

In an article titled "Profit vs. Peace: The Clandestine Diamond Economy of Angola," Jake H. Sherman speaks about the use of diamonds as means of illegal funds specifically by the Angolan political party UNITA. UNITA, founded in 1966, is a well known supporter of war funding through diamonds, and also a leading political party in Angola. Civil wars fought by UNITA can be best characterized as, "guerilla tactics, gross violations of human rights, and economic destruction" (Sherman 1). The diamond trade is not a pleasant one, but UNITA's corrupt diamond practice will continue to exist as long as there is a demand. UNITA raised between three to four billion dollars during the time between 1992 and 1998 with much help from De Beers. In the article, "Diamonds of Death," Ken Silverstein, argues this point:

De Beers which buys about two thirds of the world's diamonds reported an 83% increase in profits in 1999. Though they claim to no longer buy conflict diamonds, just a few years ago De Beers publicly acknowledged—indeed—boasted that it was purchasing most of UNITA's output in order to prevent a glut on the world market that would drive prices down. (2)

Not only did De Beers act unethically, but it also tried to justify this unethical behavior. The negative repercussions of associating itself with UNITA, did not drive De Beers to cut off contact with the militant group, but drove them to take greater precautions to cover up this association.

After De Beers was originally caught purchasing UNITA's output, other possible such incidences came in to question. The corporation tried to claim that it had no direct contact with UNITA, but instead purchased the diamonds indirectly and unknowingly through intermediaries. De Beers maintained that a Certificate of Origin was present with its purchases, which would authenticate the merchandises' country of origin and therefore that the diamonds are conflict free. However because of the constant change of hands by way of intermediaries and lack of enforcement, many diamonds purchased under the Certificate were still from Angola, despite documentation. "Both inadequate control and verification of the Certificates of Origin facilitate illegal trade" (Sherman 8). The Certificate of Origin is problematic because it is not based on strong regulation, and therefore it is easy to disguise the identity of diamonds. The Process is not yet error proof, and makes it easy for participants not to follow the rules and hide the truth. It appears De Beers was knowledgeable of the circumstances, as it was a well known fact that UNITA controlled the majority of Angola's diamond production. The drive of profits kept De Beers moving forward with its purchases, despite the destructive consequences inflicted on those forced to fight in the wars and the miners that work in unsatisfactory conditions.

A decrease in the use of blood diamonds and a subsequent decrease in profits is a reality that the De Beers Corporation would have to face if it decided to obey strict anti-conflict diamond policy. "De Beers avowed strategy is to buy what comes on the market, whenever and whoever it comes from. First and foremost, De Beers seeks to increase demand to absorb increasing supply" (qtd. in Voss 2). This strategy has worked for De Beers throughout the years as it has allowed it to maintain a strong position in the diamond market. Without blood diamonds and the steady income which accompanies them, De Beers would be forced to find a new methodology for

conducting business. The fear of incurring new costs is keeping the corporation from restructuring the current way they retrieve diamonds, and at times is the reason behind the choice to ignore the issue all together.

A major step taken to stop conflict diamonds was the creation of the Kimberley Process. “The Process is an international governmental certification scheme that was set up to prevent the trade in diamonds that fund conflict” (The Kimberley). The Process took form with Global Witness in 1988 when the organization began a campaign to expose the role of diamonds in funding conflict. They released a report titled “A Rough Trade.” “The report detailed the way in which Angolan rebels were smuggling diamonds in to international markets. The revenues generated during this time were in excess of \$250 million a year” (Masin-Peters). This research brought about the needed pressure for governments and corporations such as De Beers to take action. Instead of sugar coating the reality, as De Beers is often responsible for, Global Witness brought to surface the brutal facts that society was neither aware of nor acknowledging.

As the pressure accumulated it became increasingly more difficult for De Beers to maintain its reputation and keep its practices hidden from the public, especially with Global Witness’s exposure. The Process was born when major diamond trading companies, representatives from the diamond industries and NGOs met in Kimberley, South Africa to determine the best course of action to put blood diamonds out of existence. The original meeting hosted by the Southern African government became the starting point for a three year long negotiation. This negotiation led to a globally accepted scheme. At this time, the government stepped in, hoping to stop the malignant force of UNITA from continuing its illegal practices. After planning, revising and gaining support, it became time for the most important part; implementation. But what exactly does the Kimberley Process entail?

The scheme, launched in 2003 by the United Nations General Assembly (UNGA) and the United Nations Security Council (UNSC), has a goal of ensuring that shipments are free of conflict diamonds; this is done through a series of regulatory steps. Once the diamonds are mined they are sent to government offices where their origin can be checked. This is done through a Certificate of Origin, mentioned earlier, which is a critical step to ensure that the diamonds have not been tampered with along their travels. The Certificate is supposed to be a full guarantee from exporters that the diamonds are legitimate. Once received from the mine, any diamonds that appear to be tampered with or that do not provide proper documentation will not be moved further along in the system. A System of Warranties is the next step in the scheme. This step is intended to ensure that manufacturers are working with conflict free diamonds while trading hands. The same step is undertaken by retailers to further ensure the ultimate goal of having only legitimate diamonds end up in the hands of consumers (Appendix A). The Kimberley Process’s mission addresses not only the termination of conflict diamonds, but also the idea behind rebuilding the clean reputation that the diamond industry once had. This appears to be De Beers’ leading concern.

Participants in the process must abide by many rules, whether or not they are actually abiding by these rules is the real question. The Certificate of Proof, although an imposingly good idea, leaves a lot of room for corruption. As there are multiple transactions taking place within countries and then multiple transactions taking place once the diamonds are exported, the actual nature of the diamond becomes questionable. Just as De Beers indirectly purchased diamonds from UNITA, other participants could do the same. “A United Nations Group of Experts on Cote d’Ivoire recently found that poor controls are allowing significant volumes of blood diamonds to enter the legitimate trade through Ghana, where they are being certified as conflict free, and

through Mali” (The Kimberley). The proper steps are not being taken to ensure that suspicious shipments are kept out of the market. While the diamonds were likely to be in the hands of Process participants at some point, there may very well have been a changing of hands to non-participants or participants who do not obey the scheme. Not all participants use the Certificate legitimately and therefore conflict diamonds still remain in circulation.

In the article, “A diamond agreement in the rough,” Holly Burkhalter communicates her skepticism about the Kimberley Process:

The concluding sections are the weakest of features of the agreement and represent the crusading nongovernmental organizations’ Waterloo at Kimberley. The certification scheme has no permanent secretariat in place to compel compliance by either industry or governments. As such, the success of Kimberley depends upon the willingness of member states blow the whistle on countries that fail to fulfill their pledges. (2)

The success of the Kimberley process is dependent on honesty and self regulation. It is not plausible that all participants will follow the process; especially with a direct quote from De Beers which was not satisfying. “The possible effect of conflict diamonds on consumer confidence is a threat to the entire legitimate diamond industry” (Burkhalter). De Beers expresses their fear for the future of the diamond industry with this statement and ironically defends the fact that it is difficult for the nature of diamonds to be differentiated between in prior statements. Excuses are made that represent De Beers’ conflict of interest for wanting to end the blood diamond trade while still remaining profitable.

The blood diamond conflict, when viewed from a monetary perspective, exposes the unethical motives behind De Beers corporation, and in turn explains its course of action while approaching the issue. The work of Global Witness has successfully exposed the lack of genuine effort on behalf of De Beers and has simultaneously worked to improve the effectiveness of the Kimberley Process. At the most recent meeting regarding the Kimberley Process held in Brussels, Belgium, the 74 participants joined to discuss the status of the scheme. Diamond production statistics were generated, improved implementation was discussed, and new participants were added to the roster. But what are the implications of the meeting, and where does the conflict diamond issue stand? Looking ahead it is clear that forces are coming together to resolve the issue in hopes of a peaceful future, but the Kimberley Process is not free from need of revision.

Amnesty International, another NGO with similar goals to Global Witness, released a document demonstrating some suggestions for the future of the scheme. “[We] welcome the Kimberley Process as important step to dealing with the problem of conflict diamonds. But until the diamond trade is subject to mandatory, impartial monitoring, there is still no effective guarantee that all conflict diamonds will be identified and removed from the market” (Chemistry). It actively expresses a plethora of concerns along with Global Witness; one such concern is the penalties for not abiding to the Kimberley Process. “Any importer or exporter who fails to file a required report will be subject to the penalties set forth in 31 Part 592, Subpart F of the Rough Diamonds Control Regulations. (These include civil penalties up to \$10,000 per violation; and penalties for willful violations up to \$50,000 and/or imprisonment up to 10 years.)” (Exporters & Importers). The small fines are not intimidating enough for a multi-billion dollar corporation such as De Beers. These fines serve merely as warnings rather than a legitimate threat that brings the need for change. Another recommendation by Amnesty International is for each Southern African countries’ government to increase their funding in support of legislation. Without this,

the Process is solely reliant on checks and balances system as well as the volunteer work of NGOs; in order for blood diamonds to be eliminated, it is critical for the government to take an increasingly active role (Appendix B). Governments, diamond traders, financial institutions, and diamond retailers all play a part in the conflict; their combined effort will bring about positive change in regards to a future free of conflict diamonds. At the same time a lack of effort will prolong these troubled times.

The Kimberley Process is strengthened from year to year but its continued success is dependent on a strict following by all involved parties. Along with De Beers and Global Witness, several other groups can be looked at as affecting the conflict diamond trade; De Beers may sell the diamonds, but what about the consumers who purchase them, or the role of the government? When viewing the blood diamond conflict from a monetary perspective, putting direct blame on De Beers and extending credit to Global Witness is the immediate course of action to take. But with a global operation, there are many different parties involved therefore it is not fair to draw a conclusion that places the existence of blood diamonds solely on De Beers. The government as a law enforcing agent could play a much stronger role in enforcing the Kimberley Process, and could implement steeper penalties for failed action. Although consumers may not be knowledgeable that the diamonds they are purchasing are blood diamonds, they unconsciously contribute to the conflict by maintaining a steady demand and feeding De Beers' wealth. Where there is demand, there is a supply and without the consumers, De Beers would not be the entity it is today. De Beers is undeniably a contributor to the situation, but making a case that they are the sole cause is an understatement. In order for the Kimberley Process to be a success, non-governmental and non profit parties cannot be the only voice advocating for the termination of blood diamonds. The blood diamond trade is a monetarily driven operation. When looking at the corruption from the perspective of those who profit, such as De Beers or benefit from a diamonds possession, such as consumers, it becomes clear that there is a lack of motivation to implement blood diamond free practices. Diamonds serve many different purposes and the global society is doing more to contribute to illegal blood diamond use as opposed to playing an active role in their termination. Until there is a heightened motivation to actively end the conflict diamond trade, they will remain in existence.

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Appendix A

Ensuring a Conflict Free Diamond Industry



MINING

After rough diamonds are mined, they are transported to Government Diamond Offices.



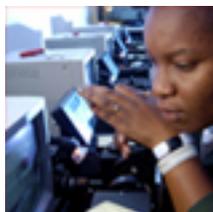
EXPORT (KIMBERLEY PROCESS):

After arriving at the Government Diamond Offices, the source of the diamonds is checked to ensure it is conflict free. The diamonds are then sealed and placed into tamper resistant containers and issued a government-validated Kimberley Process Certificate, each bearing a unique serial number. There are 74 countries that have implemented the principles of the Kimberley Process and have it enshrined in their national law. Only these countries may legitimately export rough diamonds.



IMPORT (KIMBERLEY PROCESS):

Diamonds can only legally be imported into one of the 74 Kimberley process countries. Once diamonds are imported, the government customs office, in conformance with its national procedures, checks the certificate and seals on the container. Any rough diamonds without a government-validated Kimberley Certificate or that are unsealed are turned back or impounded by Customs.



MANUFACTURING/TRADING (SYSTEM OF WARRANTIES):

Once a diamond has been legitimately imported it is ready to be traded, cut and polished and set into jewelry. Several companies may be involved in this process. Each time the diamond changes hands it must be accompanied by a warranty on invoices stating that the diamond is not from a conflict source. This is called the System of Warranties. Manufacturers/traders are required to audit these System of Warranties statements on their invoices as part of their annual audit process and to keep records for 5 years.

RETAIL (SYSTEM OF WARRANTIES):

Retailers are responsible for ensuring that the diamonds they stock and sell carry a warranty that they are conflict free. Retailers are required to audit these Systems of Warranties statements on their invoices as part of their annual audit process and to keep records for 5 years. The System of Warranties does not require the warranty to appear on the consumer's receipt. But by implementing measures for greater supervision, compliance and accountability, through the System of Warranties, within the diamond trade, consumers can be assured that the diamonds they buy are from sources that are free from conflict. Consumers can ask for assurances from their retailers that their diamond is from sources free from conflict.

Appendix B

AMNESTY INTERNATIONAL

External Document

AI Index: POL 30/024/2006 (Public)

News Service No: 158

21 June 2006

Kimberley Process: An Amnesty International Position Paper

Recommendations to the Kimberley Process (KP) participants in order to effectively strengthen the Kimberley Process Certification Scheme (KPCS)

June 2006

Background

On 1 December 2000, the United Nations General Assembly unanimously adopted a resolution on the role of the trade in diamonds in fuelling conflict. The resolution supported the creation of an international certification scheme in an attempt to break the link between the illicit trade in rough diamonds and mass human rights abuses associated with armed conflict, as witnessed in countries such as Angola, the Democratic Republic of Congo and Sierra Leone. A civil society campaign brought international attention to the problem of conflict diamonds and put pressure on the international community to take action. The adoption of a UN Resolution and the imposition of UN sanctions related to armed conflicts in several African countries galvanized the international community and the diamond industry to put in place a certification process to prevent conflict diamonds from entering the legitimate trade. That process came to be called the "Kimberley Process", named after a meeting in Kimberley, South Africa, in 2000 where several diamond producing states first met to address the issue of conflict diamonds.

The Kimberley Process brings together representatives of governments, the diamond industry and civil society. Since May 2000, Amnesty International together with other NGOs such as Global Witness, have been participating in the Kimberley Process. After lengthy negotiations over several years, the Kimberley Process Certification Scheme (KPCS) was adopted at a Ministerial

Meeting in Interlaken, Switzerland in November 2002 and launched in January 2003.

The KPCS involves nearly 70 governments (including all of the major diamond trading and producing countries) and all participants have adopted and implemented legislation to prohibit the trade in conflict diamonds. Despite the progress made, three years after its establishment, the KPCS has not been able to fully address, monitor and end the international trade in conflict diamonds.

The KPCS will undertake a formal three-year review in 2006 to evaluate how effectively it is working and to identify ways in which to further strengthen the scheme. Amnesty International encourages the governments participating in the KPCS to use the Kimberley Process review to address the issues of governance, enforcement and transparency to strengthen its effectiveness. Decisive action on this review is crucial to ensure that the KPCS evolves into an effective certification system that brings about an end to diamonds fuelling conflict.

The following recommendations to KP-participating governments relate to provisions on monitoring and enforcement, participation criteria and transparency. Amnesty International emphasizes in particular the need for governments to monitor and verify the diamond industry's compliance with the KPCS and the self-regulation the industry has pledged to implement to combat conflict diamonds. The review should also identify ways to address the gaps in implementation of and compliance with diamond trade and production statistics (a critical tool to combat conflict diamond trading) and establish clear criteria for entry into and suspension from the KPCS. Amnesty International is also urging governments in the KPCS to provide funding and professional support to ensure effective monitoring and running of the KPCS and to enhance the capacity of countries to implement the KPCS.

Amnesty International considers the recommendations below a priority for KP governments. However it also encourages the KPCS to start considering moving beyond conflict diamonds and including in the certification system other human rights implications of the trade in diamonds beyond those of conflict.

Moreover, the diamond industry also has to demonstrate that it is truly committed to making the KP work by adopting third-party auditing measures and cooperating closely with law enforcement agencies to crack down on those elements of the trade that continue to engage in conflict diamond trading.

Recommendations

1) Participating governments should establish a minimum set of control measures that countries should be required to adopt and targeted efforts should be made to enhance capacity to meet these requirements.

The system of internal national controls, which is supposed to track the origin of diamonds and ensure that no conflict diamonds enter the legitimate trade, was left to the discretion of each KP participating government. After three years, the result of this is a patchy and uneven set of measures and controls, which vary in their effectiveness from country to country. In order to

ensure an effective internal control mechanism, participating governments should establish a minimum set of control measures, including verification of industry compliance and ensure that each member country develops the necessary capacity to implement and enforce such measures.

2) Participating governments should improve measures for dealing with compliance issues and apply more rigorous criteria for allowing countries to join the KPCS.

Although the KPCS is based on voluntary cooperation between governments, for the certification system to be effective and credible it is important to establish more mechanisms to address non-compliance and if necessary suspend non-compliant countries. Clear policy and procedures for addressing non compliance and suspension of non-compliant governments need to be developed and applied rigorously. There is also a need to take a more consistent and thorough approach for admitting new KP participants.

3) Participating governments should enhance monitoring of the industry's compliance with the KPCS and self-regulation.

One of the major criticisms Amnesty International and other NGOs have made of the KPCS is that there are inadequate checks on the diamond industry throughout the production and distribution process to verify industry compliance with the KPCS. This creates loopholes allowing illicit diamonds to enter the trade.

A joint AI-Global Witness report and survey of the diamond industry has shown that the diamond industry continues to fall short of implementing basic measures of industry self- regulation it has promised to adopt.

As long as the industry self-regulation system relies on voluntary adherence, only those players with good intentions will implement it. In order to be effective, the industry self- regulation system must move beyond voluntarism. Therefore, participating governments should monitor the industry's compliance with the self-regulation system by carrying out rigorous auditing and inspecting companies' performance. Government responsibility to monitor the diamond industry should be integrated into the KPCS and be made an explicit obligation for all participating governments.

4. Participating governments should increase transparency of statistical assessments and other KP documents.

Transparent statistical data assessment is essential for effectively detecting illicit trade and helping to ensure participants' adherence to the KPCS. Analysing and comparing export/import and production figures can reveal anomalies to help uncover illicit trade. Despite the importance of this data, currently the KPCS does not make this data publicly available. Making this data transparent is important to ensure accountability and integrity of the scheme and to ensure that the data can be used as part of international efforts to combat the trade in conflict diamonds. Transparent data collection is furthermore essential to improve the quality of the statistical data and ensure governments' consistent and timely data submissions. The KPCS should also make other relevant documents publicly available such as reports of visits to review countries' diamond

control systems.

5. Participating governments should exercise particular vigilance where diamonds transit through customs-free zones.

Governments in countries where diamonds transit through customs-free zones should be particularly cautious in checking and monitoring the trade of diamonds. They should undertake specific statistical controls of imported, stored and exported diamonds. They should provide customs officers with clear guidance on how to carry out checks and make sure that these are regular and effective, as well as registered.

6. Participating governments should improve internal controls of diamond cutting and polishing centres.

Credible information collected by NGOs over several years (See for example Global Witness, "Making it work: Why the Kimberley Process Must Do More to Stop Conflict Diamonds", available at: <http://www.globalwitness.org/reports/show.php/en.00082.html>) suggests that a lack of regulation and oversight in cutting and polishing centres can allow conflict diamonds to enter systems of legitimate trade.

If polishing centres don't have adequate control systems, there is a risk that conflict diamonds could be smuggled into and then laundered through their factories. Once polished, these diamonds don't fall under Kimberley Process controls.

AI calls on governments of countries with cutting and polishing industries to:

- Enable national authorities to supervise imports of rough diamonds and exports of polished diamonds to and from polishing factories, and carry out audits of polishing factories to compare stock with company records.
- Require diamond trading and polishing companies to record their imports of rough diamonds, details of the manufacture of cut polished stones, and the remaining and residual rough diamonds for export. These figures should be submitted monthly to the government.

7. Participating governments should provide funding and professional support for the coordination and implementation of the KPCS.

To date, the KPCS has operated on the basis of volunteer working arrangements without a permanent secretariat or other professional support. However, as the KPCS moves into a critical implementation stage, there is a need for more resources to ensure effective coordination and to increase capacity at the country level to implement the KPCS. Participating governments should consider creating a Secretariat or providing additional resources needed to increase the effectiveness of the scheme.

Sample Research Essay 2:

Human Effects on Coral Reefs

The “rainforests of the ocean,” also known as the coral reefs, are one of the most diverse ecosystems on the planet (USPEA 1). Coral reefs are home to millions of different aquatic species, many of which have not yet been discovered (IYOR 1). These vast coral reefs have continued to exist for tens of millions of years (Carpenter 1-2). However, in recent years, the coral populations have been faced with many factors that have negatively affected them. Despite the fact that coral reefs are very beneficial to humans by providing seafood, a natural barrier to the shore, money from tourism, and many medicinal advantages, humans continue to be the major reason for their destruction because of the direct and indirect factors of overfishing, pollution, global warming, destructive fishing practices and inexperienced scuba divers.

Coral is composed of tiny marine organisms called a polyp and is usually found in warm, shallow water, typically in the tropics. There are two different types of corals; hard coral and soft coral (IYOR 1). Another name for hard coral is reef-building coral because the coral polyps absorb calcium and carbon dioxide from the water to create a calcium carbonate, also known as limestone, skeleton around them. This limestone skeleton serves as the building block for coral reefs. Soft coral, however, do not produce a limestone skeleton; instead, they contain a wood-like core for support. Examples of soft coral are sea fans, sea feathers, and sea whips (IYOR 1). Despite the differences of soft and hard coral, in each coral polyp there lives a small single-celled algae called zooxanthelle. The coral polyp and the algae have a symbiotic relationship which means that they depend on each other to survive (USPEA 1). The algae undergo photosynthesis to produce oxygen and nutrients that the coral needs, as well as the vibrant color that coral is known for. In return, the coral polyp provides the algae with protection as well as the carbon dioxide that the algae need to undergo photosynthesis. Since the algae need light to photosynthesize, coral must be located in clear, shallow water usually no deeper than 30 meters (IYOR 1). The deeper the water is, the less light that will be able to penetrate the water. When the conditions are not favorable, the coral may lose a large amount of the algae. This makes it harder for the coral to obtain all of the necessary nutrients to survive. In addition, the remaining algae lose its color and become translucent. This causes the white limestone skeleton to show through (USPEA 1). This is called coral bleaching because the coral becomes a whitish color.

Currently, twenty-five percent of the world’s reefs are effectively destroyed (Hayden 1). Scientists have categorized the coral species depending on how destroyed or endangered the species is using the International Union for Conservation of Nature (IUCN) Red List categories. The categories from least to greatest possibility of extinction are Least Concern, Near Threatened, Vulnerable, Endangered, and finally, Critically Endangered. There are a total of 845 different species of coral living in various parts of the world (Carpenter 561). Of those 845 species, 141 of them do not have enough information to be classified into a category. Of the remaining 704 species, as of 2008, 297 species are considered Least Concern, 176 species are Near Threatened, and 231 species are in the threatened categories (Carpenter 561). However, ten years before, in 1998, “671 of the 704 data-sufficient species would have been categorized as of Least Concern, 20 as Near Threatened, and only 13 in the threatened” (Carpenter 562). This shows how affected and endangered the coral reefs have become. In just ten years, 218 additional species of coral became classified in the threatened categories.

There are many factors that have affected the coral reef in a negative way. The factors are from two different sources; natural sources and human sources. Natural sources include naturally occurring events such as hurricanes and tsunamis. However, “Dr Baird said today the impact of

the tsunami was "trivial" compared to the destruction caused by humans" (CDNN 1). It is estimated that humans caused eighty percent of the destruction to the coral reefs in one study while a tsunami causes only five to ten percent of the damage (CDNN 1). This illustrates that almost all of the damage to the reefs in this study was caused by human. Humans impact the coral reefs in two ways; directly and indirectly. The difference between the two is that directly distresses the reef itself while indirectly affects the reef's environment which in turn harms the coral reef. Through means of direct factors, humans use destructive fishing practices as well as inexperienced scuba divers destroy the coral reefs a significant amount by directly breaking parts of the coral reefs. In addition, there are three ways that humans indirectly affect the coral reefs; overfishing, pollution, and global warming. These three factors change the environment of the coral reefs enough so that the coral is no longer able to survive.

The first direct way that humans destroy the coral reefs is by destructive fishing practices. Many fishermen in places such as the Philippines, Indonesia, Cambodia, the Maldives, Thailand, and Vietnam, use explosives and poisons to catch fish on the coral reefs (McClellan 1). They use the explosives or poisons to stun the fish which makes it easier for the fisherman to catch them. Dynamite is an example of an explosive that is used on the coral reefs; however homemade explosives are used more frequently. Usually homemade explosives are made out of a bottle containing layers of potassium nitrate and pebbles (McClellan 1). Each bomb cost around one to two US dollars to build and the resulting catch is worth around fifteen to forty US dollars (McClellan 1). This method is very dangerous to both the reef and to the fishermen. However, the resulting catch is well worth the danger. This method of fishing is often called blast killing and it "one of the two largest causes of reef degradation" in Southeast Asia (McClellan 1). The other method of destructive fishing is using poisons such as cyanide. It was estimated that over one million kilograms of cyanide have been used on just the Filipino reefs alone ([McClellan 1](#)). This shows how much cyanide is used to catch fish on the coral reefs in just one specific place. In addition to the targeted fish, the cyanide also harms other animals and organisms, especially the coral. The cyanide stresses the algae that live inside each polyp and causes coral bleaching ([McClellan 1](#)). In many countries using poisons such as cyanide is illegal; however its use still remains. In the Philippines, officials have created a test called the Cyanide Detection Test (CDT) which has been used since 1992 in which the officers randomly take fish from the catch and send them to a lab to determine if cyanide was used to catch the fish.

The second way that humans directly destroy the coral reefs is tourists. One of the popular things to do on vacation in a tropical place is to go scuba diving or snorkeling. Many tourists go scuba diving or snorkeling without proper instruction. Quite frequently, people stand on the coral without even noticing or break off coral accidentally with their fins. Additionally, some people break off pieces of coral to bring back as a souvenir or flip over coral and rocks to see what is underneath. This can cause severe damage due to the sensitivity of the coral reefs. In favorable conditions, coral is able to grow between 0.5 and 2 cm per year (IYOR 1). Because of this slow growth, the tiny piece that the tourists broke off could have taken decades for the coral to produce.

In addition to the direct ways that humans destroy the coral reefs, the indirect ways can be just as harmful to the coral. The first way that humans directly affect the coral is by overfishing. All of the marine organisms living in and around the coral reef make up the coral reef food chain. If one type of fish was depleted in the food chain, the organisms that depended on the fish for food would have difficulty finding food and would end up dying. This could cause a chain reaction that ultimately would destroy the ecosystem of the reef. "In 2003, 24% of coral reef

habitats were included in 'no-fishing zones'" (University of Michigan 12). In these areas, the overfishing was affecting the ecosystem but now that it is included in a no-fishing zone, the ecosystem will be able to recover and become balanced again.

The second way that humans indirectly harm the reef is by pollution. "Certain model estimates indicate that 22% of the world's coral reefs are threatened by land-based pollution" (University of Michigan 6). Almost all of the chemicals and fertilizers that are used on plants outside become absorbed into the ground. These chemicals eventually find their way to the groundwater and they ultimately become part of a river or stream which leads to the ocean. Chemicals, especially fertilizers, greatly affect the coral reefs. One of the main reasons that fertilizers affect the coral reefs so significantly is because the fertilizers significantly decrease the clarity of the water. As previously discussed, the algae need clear water to photosynthesize. When the water is cloudy, the amount of light that can penetrate is significantly reduced which limits the amount that the algae can photosynthesize. In addition affecting the clarity of the water, many fertilizers cause an overgrowth of algae in the water. This overgrowth causes an increase in bacteria to feed on the abundant algae. The additional bacteria are very harmful to the coral in addition to all of the organisms on the reef. Finally, in addition to the chemicals that run into the ocean, litter has an immense impact as well. "It is estimated that more than 100 million marine animals are killed each year due to the plastic debris in the oceans. More than 80% of this plastic comes from land" (CCC 1). Currently there is about 100 million tons of plastic in the world's oceans (CCC 1). This plastic in the ocean is very dangerous to the survival of many marine animals. One example of how marine animals are affected by this abundance of plastic is the sea turtles. They are not able to differentiate between a floating plastic bag and a jellyfish and when the turtles eat the bags accidentally, they suffocate and die. Additionally, the plastic is broken into tiny pieces that cannot be detected by the human eye. Many animals ingest these particles and become severely sick or die (CCC 1).

Finally, the last way that humans indirectly affect the coral reefs is through global warming. Global warming is ultimately caused by the buildup of greenhouse gases in the atmosphere. This buildup causes many changes in the coral's environment that directly affect the coral reefs. First, global warming causes the temperatures of the oceans to rise. This is very harmful to the coral because the slightest increase in temperature can cause coral bleaching. "Mass coral bleaching generally happens when temperatures around coral reefs exceed 1°C above an area's historical norm for four or more weeks" (IYOR 1). This illustrates how sensitive the coral reefs truly are, even a temperature change as small as one degree can cause irreparable damage. In addition to the temperature increase, the rising sea levels have an effect on the coral as well. When the sea level rises, the amount of sunlight that can penetrate the water decreases which makes it harder for the algae to photosynthesize. This makes it more difficult for the coral to survive. The last thing that affects the coral reefs is the buildup of the greenhouse gases. In addition to the buildup of the gases in the atmosphere, it also causes an increase in the gases dissolved in the water, especially carbon dioxide. In Australia, there has been a decrease in calcification rates due to an increase in carbon dioxide in the water. The calcification rate is the rate at which coral absorbs calcium from the water to create its limestone skeleton. Similar to a tree trunk, when split in half, you can determine how old the coral is by counting the rings. To determine the calcification rate, scientists can measure the width of each ring. The calcification rate increases 5.4% from 1900 to 1970. However, the calcification rate decreased 14.2% from 1990 to 2005 due to the increase in carbon dioxide in the water (De'ath 1). The extra carbon dioxide in the water decreases the calcium ion concentration in the water which makes it harder

for the coral to produce its skeleton (Carpenter 560). Scientists predicted that an increase in carbon dioxide would eventually occur, but they did not think that it would be happening this soon.

Although there are many negative factors affecting and destroying the coral reefs, there are many essential advantages to having healthy coral reefs. The coral reefs are very important and it is very hard to put an exact price on the amount they are worth. However, it has been estimated that globally, “coral reefs are worth somewhere in the neighborhood of \$375 billion annually” (Coral Reefs 101 3). NOAA stated that the coral reefs are a huge tourist attraction, bringing in billions of dollars each year (Why are Coral 1). Second, coral reefs provide humans with an abundant range in seafood. Third, the coral reefs provide a natural barrier to shield the coast from dangerous waves and finally, the coral reefs have a very significant medicinal value.

Tourism is a very significant advantage for the coral reefs. “Florida’s reefs pump \$3.6 billion into the economy each year from tourism alone from Stuart to South Miami” (Coral Reefs 101 1). The coral reefs contribute a large amount of money to the economy through tourism. This estimate does not include the Florida Keys where several additional billions of dollars are brought in due to scuba diving each year (Coral Reefs 101 1). Many people visit certain locations specifically for the coral reefs. In addition to bring money into the economy, the coral reefs provide millions of jobs all over the world (IYOR 1).

The coral reefs provide humans with a significant food source, seafood. “Globally, one-fifth of all animal protein consumed by humans comes from marine environments” (Coral Reefs 101 1). This illustrates how significant of a food source seafood plays in our diet. Because of the high demand for seafood, an annual catch can be valued between \$125 billion to \$250 billion. However, in developing countries, the coral reef alone provides around one-fourth of the total amount of fish consumed. If handled properly, the coral reefs have the potential to provide 15 metric tons of seafood per square kilometer of the coral reef (Coral reefs 101 1). In Asia, the coral reefs provide food for around one billion people (Coral Reefs 101 1).

In addition to the tourism and food source, the coral reefs protect the shore from strong, dangerous waves. Around 90% of the energy from waves is absorbed by the coral reefs (Butler 1). The coral reefs slow the wave down in order to stop the wave from breaking directly on the shore causing severe damage to any ocean-front property that is not protected. In the Maldives, concrete breakwaters were installed because the natural coral reefs were destroyed. The cost of the breakwaters was \$10 million per square kilometer (Butler 1). In addition to building the breakwaters, they often need to be repaired due to the powerful waves from storms. However, healthy coral reefs can recover and repair themselves from a severe storm by themselves. If the original reefs had been preserved, many millions of dollars could have been saved.

The coral reefs hold a very high medicinal value. Some coral and other marine organisms produce strong chemicals to protect themselves against predators. Some of these chemicals have been used to treat cancer and other diseases. One of common medicine for people with HIV and AIDS is called AZT (Coral Reefs 101 1). AZT is a chemical derived from sea sponge. In addition to AZT, Curacin A is a common medicine to treat cancer including colon, lung and breast cancer (Coral Reefs 101 1). Another common chemical found in the coral reefs that has medicinal value is Topsentin, which is derived from the sponge, *Spongospirites ruetzleri*. Topsentin has shown promising results as an anti-inflammatory drug that could help treat arthritis as well as many skin irritations (Coral reefs 101 1). Finally, some deep-sea coral have been shown to have similar to bone structure in humans and can possibly be used as a bone graft (Coral Reef 101 1). Currently, “one-half of all new cancer drug research now focuses on marine

organisms” (Coral Reefs 101 1). This illustrates how important the coral reefs have become in modern medicine and how much potential the coral reefs have to be a cure for severe disease such as cancer.

In addition to the many advantages of the coral reefs, there are a few disadvantages as well. First, the cost to protect and provide a healthier environment for the coral reefs would be very expensive. In order to provide a healthy environment for the coral reef a number of things must happen. One, the buildup of greenhouse gases, especially carbon dioxide in the atmosphere and in the water would have to be significantly reduced. This would mean that many changes in fuel efficiency and alternate sources in fuel would need to occur. Experts “estimate that curbing carbon dioxide emissions over the next 50 years will, on average, cost about 1 percent of global economic activity annually...1 percent of the United States economy is more than \$120 billion a year, or \$400 a person” (Lohr 1). This show how much it will cost to begin solving the problem of global warming over a 50 year period, however this problem will most likely not be solved just in 50 years. Additionally, to provide a healthier environment for the coral reef, the sea temperature and levels would have to return to a normal range. It will take many years for the ocean to stabilize into a normal range again. Finally, the pollution and the chemical runoff that are currently in the ocean would need to be taken care of and find a way to prevent more from entering the oceans in the future. It would be very hard to stop every small factor that affects the coral reefs in order to provide the coral reefs with favorable conditions to survive.

Both sides of the argument have many valid points. However, the value of the coral reefs with respect to the tourism, the abundance of seafood, the natural protection for the shore, and the medicinal values are much more significant than the cost will be to begin turning around global warming. The advantages of the reefs are far more important than the disadvantages of the coral reefs. Also, the coral reefs are not the only thing that is currently being affected by global warming. Global warming has affected many more things that are also very important and should be saved as well.

There are many ways that everybody affects the coral reefs even if you do not live close to the reefs. If everybody made a small effort to protect and save the reefs the coral reefs would have a healthier environment to live and would be healthier. NOAA constructed a list of simple everyday things that people could do to help save the coral reefs. First, try to recycle anything and everything you can (25 Things 1). A majority of the litter that is currently floating in the oceans came from land. This litter is very harmful to the marine animals. In addition, never leave trash of any kind when you visit the beach. The trash left by the beach could easily find its way into the ocean. Another thing you can do to protect the coral reefs is to conserve water (25 Things). The less water that is used; the less water will run off into the water, bringing chemicals and fertilizers along with it into the water. Finally, avoid using harsh chemicals and fertilizers in general (25 Things). The less that ends up in the ocean the better the clarity of the water will be and the more likely the coral reefs will be able to survive. Instead of using harsh chemical and fertilizers, start using a natural fertilizer, such as manure.

There are many things organizations have trying to help the distressed coral reefs. Many organizations such as Reef Ball Development Group have begun attempting to artificially reconstruct the coral reefs. The Reef Ball is simply a hollow, round piece of cement that has many holes. They are many different sizes of them ranging from as small as a basketball to as tall as an 8 foot car tall (Reef Ball Foundation 1). This provides shelter for many marine animals in addition to serving as a foundation for many other organisms to grow on. The Reef Ball can help reconstruct the coral reefs and allow them to rebuild themselves. This organization produces the

Reef Balls for many organizations attempting to reconstruct the damaged reefs one of which is NOAA. However, the Reef Balls cannot prevent future destruction of the coral reefs, only help to replace the currently destroyed reefs. This solution is only a quick fix and will not prevent future destruction of the coral reefs. The only way to prevent future destruction of the coral reefs is to provide a suitable environment for the coral reefs by removing all of the factors that are currently affecting the coral reefs. The money used to replace and rebuild the dying reefs could be better spent on protecting the natural coral reefs that are currently in danger.

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Sample Research Essay 3:

Light Up Your Life

When you think of the words “energy consumption” in today’s society it is impossible not to think of the debate between fossil fuels and alternative fuels. The first step to transcending our dependence on old world fossil fuels to the newer alternative fuel of solar energy begins at home, literally, with the use of home solar systems and building-integrated photovoltaic modules. Fossil fuels, consisting of coal, oil, and natural gas, are sources of energy which are the result of millions of years of decomposition and are, therefore, limited and nonrenewable in their supply. However, alternative fuels my range from wind and biomass energy to solar power, each of which is a renewable energy because it provides a limitless supply of energy which may be used repeatedly with little to no decrease in availability. Due to the accessibility and relative cheap cost of gathering and harnessing fossil fuels, they are the largest source of energy in America (Department of Energy). The fact that fossil fuels comprise the majority of our energy consumption consequently means that alternative fuels, such as solar power, are used less, decreasing the economic availability of these green fuels. On the other hand, the current world society has led to increased concern regarding the health of the planet as a result of the harm caused by the consumption of these fuels.

Consuming fossil fuels does not come cheap to our environment as harmful emissions are produced, crippling plants and the atmosphere, forcing many to speak up in outrage. According to Roy Nersesian in *The Energy of the 21st Century*:

The environmentalist point to oil as being primarily responsible for pollution... Pollution-emission regulations... can pose significant operational challenges for the oil companies... The “Beyond Petroleum” of BP... is recognition of that oil companies must operate in an environmentally friendly way and consider issues beyond their focus on oil (159).

By limiting the power of oil companies, the market for alternative fuels is given an opportunity to grow, leading to greater economic accessibility of green technology. This future increase in alternative fuels will allow these industries to someday assume command of the country’s energy demand, drastically decreasing carbon emissions and benefitting our environment. Along with these policies, environmentalists have proven to be influential in raising environmental and health awareness.

Due to recent environmental awareness, more efforts have been made to find new alternatives fuels to fossil fuels. In an article posted by Science Daily, "One-fifth Of Fossil-fuel Emissions Absorbed By Threatened Forests", the annual amount of carbon dioxide emitted as a byproduct of combustion of fossils fuels is estimated at about 32 billion tons (University of Leeds). Though forests consume twenty percent of the 32 billion tons, the remaining eighty percent of emissions are left to damage the earth’s ozone layer, the protective blanket of gases that filters the sun’s bad radiation. The staggering amount of carbon dioxide emitted by fossil fuels is even more herculean when compared to the emissions by solar power.

In an article by Charles Q. Choi, while “...there are fears that making solar cells might release more hazardous pollution than fossil fuels... if people switched from conventional fossil fuel-burning power plants to solar cells, air pollution would be cut by roughly ninety percent.” (Chio). Cutting carbon emissions is one of the top priorities of today’s world leaders and solar power technology may provide the opportunity to achieve that goal. These emissions that pollute our atmosphere are equally as damaging to the human race as well as all other living animals on earth because of the poisonous gases such as carbon dioxide and carbon monoxide. Emissions are

only half the battle when it comes to fossil fuels, the processes of mining and storing these fossil fuels is equally as harmful to the environment and often even more so to our health and safety. The physical burden imposed on the earth is clearly evident as seen in oil rigs and coal mines, which are a hazard not only to those who work in these environments but also to those who live in communities surrounding them.

One case in particular was that of Centralia, Pennsylvania where an entire community once thrived. David DeKok's, the author of the *Unseen Danger*, website excerpt gives an accurate summary of the details of the tragedy at Centralia. DeKok states in his website that the fire was accidentally ignited in 1962 by a trash fire, however, despite countless attempts to contain and subdue the fire, no headway was gained which led to the allocation of more than forty million dollars from Congress for the relocation of the town's inhabitants (DeKok). Today, the town of Centralia, PA is literally a ghost town where nearly all of its inhabitants have evacuated due to the harmful gases produced as a result of the fire that has been burning under the town for nearly fifty years. It is because of fossil fuels that the unfortunate event at Centralia occurred and is a clear-cut example of the danger that fossil fuels impose on everyday lifestyle. Apart from coal mining disasters, fossil fuel disasters involving oil are extremely detrimental, primarily to wildlife, the most notable of such oil disasters is the Exxon Valdez oil spill which occurred in Prince William Sound, Alaska, resulting in the loss of millions of wildlife animals. The unfortunate results of these disasters has led to increased support by many for a new, safer alternative fuel source to fossil fuels, in particular, solar energy. Among the ways to harness solar radiation, the use of photovoltaic cells has proven to be the most widely practiced method.

Solar energy is a term used for several different ways the sun's radiation may be harnessed for energy, however, as discussed in *Energy of the 21st Century* by Roy Nersesian, the use of photovoltaic cells is the one of the most popular forms. Nersesian estimates "the energy [from the sun] that reaches sea level at high noon on a clear day to be about 1,000 watts per square meter. One hour's worth of solar energy striking the earth is greater than all the energy consumed by the world's population in one year" (Nersesian 318). Photovoltaic cells provide the ability to harness the incredible amount of potential solar energy that reaches the earth everyday. Imagine producing enough energy to support the world in one hour allowing us to eliminate a year's worth of fossil fuels and billions of tons of carbon emissions, the idea of such an opportunity makes solar power even more appealing. While blanketing the earth in photovoltaic cells is not only impractical and subsequently impossible, the opportunity still exists to harness the abundant, powerful source of energy that is the sun. There are various uses for photovoltaic cell technology, such as home and small business and commercial, each providing its own advantages and disadvantages.

The use of photovoltaic cells in solar panels has found its greatest influence in home and individual use. The first ever solar panel to be integrated into a roof for private use was created at the University of Delaware in 1973 (Nersesian 318). The University of Delaware has since been working to improve photovoltaic cell use. In an article by Science Daily, the University of Delaware has produced the most efficient photovoltaic cell to date that was recorded to be 42.8 percent efficient (University of Delaware). The process of integrating solar panels into building materials has certainly grown since the University of Delaware's production of the first integrated solar panel. Mukund Patel's book offers support for the use of solar panels in building components, where in it he states that companies such as Solarex in Maryland are:

to develop and manufacture low-cost, easy to install, preengineered building-integrated photovoltaic (BIPV) module. Such modules made in shingles and panels

can replace traditional roofs and walls. The building owners have to pay on the incremental cost of installing these components. The land is paid for, the support structure is already installed... the developers may finance the BIPV modules as part of their overall project. (151)

Because of new technology such as these building-integrated photovoltaic cells, the cost of building green homes is being reduced, making the homes more affordable and therefore more appealing to possible investors. The appeal of solar energy is not only in its design but also in its ability to save money.

Though the initial price tag of installing photovoltaic cells may be daunting at first, small businesses and individuals are encouraged to make the switch to solar power with helpful persuasion in the form of rebates which help to improve the cost and availability of solar panels. In the Department of Energy's "A Homebuyers Guide to Going Solar", "According to the *Appraisal Journal*, home value increases \$20 for every \$1 reduction in annual utility bills. A solar system that saves \$200 per year, then, would also add \$4,000 to the value of a home." (Solar Energy). The possibility of rapidly increasing one's home's value is an interesting opportunity and seems to be another positive incentive for a transition to solar power. Also, owners of solar-equipped homes are often more satisfied with their home while "part of the cost of a home equipped with solar systems includes a locked-in energy price over the lifetime of the solar equipment." (Solar Energy). Because solar equipped homes produce their own electricity, they do not have to pay for electricity from the power companies and are, therefore, not subject to the variable prices of the electrical companies. Solar systems may also qualify for a plethora of "federal, state, local, and utility incentives that can reduce the up-front cost [of solar equipment] by 40% to 50% or more." (Solar Energy). Cutting the cost of homes will in turn make them more accessible and allow more individuals to invest in these new green homes while at the same time helping to reduce carbon emissions. Recent laws also prove to be beneficial to green home buyers.

In "Stimulus Adds Tax Credit For Home Solar Panels", an article published in the San Francisco Chronicle by David B. Barker:

Homeowners interested in sticking solar panels on their roofs got a big boost from the \$787 billion economic stimulus package signed Tuesday by President Obama. Homeowners will now be able to get a federal tax credit worth 30 percent of the cost of their new solar system even if they're also receiving state or local financing. (Baker)

Packages such as the one mentioned in Baker's article are evidence of the growing support that solar energy has gained from world leaders such as President Obama. The widespread use of home solar panels is inhibited primarily by its cost, however, due to recent increased support home solar panels will almost surely be come to dominate the future of home building and owning. Conversely, commercial solar power in cities has not yet made the strides which match its urban counterparts.

While cities around the world are experimenting with solar energy, supplying an entire city with solar energy is slightly more complicated than supplying a home. However, as previously stated, by replacing electrical plants powered by fossil fuels with plants powered by solar power, carbon emissions would be reduced by about ninety percent. Nersesian states in his book that "solar power can bring electricity to a remote area at less cost than building a conventional generation, transmission, and distribution system" (Nersesian). This statement reveals that the use of solar power in the commercial world is primarily used to support secluded

small towns out of reach of the large electrical grids. Because of the relatively small market for solar power in cities, discussing the use of urban, residential solar energy is more appropriate due to its vastly growing market.

While building-integrated photovoltaic modules and federal and state incentives greatly lower the cost of solar homes, economically, home solar systems are “a tough pill to swallow”. In Damon Darlin’s article in the New York Times “Financially, Solar Power for the Home Is a Tough Sell”, Darlin states that even though solar power systems costs are at an all time low thanks to federal and state incentives, economically they are not very reasonable. Current estimates reveal an average of 14 years break-even point for homeowners with solar systems (Darlin). The break-even point refers to the fact that, on average, homeowners who invest in solar power systems will not make the money they spent on the solar system back for 14 years. While proponents of solar power are persistent in their attempt to increase federal incentives for solar power, hoping to cut back the time it takes to finally break even with solar power, the current market for home solar panels has not yet reached its full potential.

In the future, residential solar energy will help to cut housing costs by virtually eliminating utility bills as a result of self-sufficient energy production. Government support of the financial and environmental aspects of solar energy has helped to stimulate the growth of this green energy and will continue to do so. With the housing market close to an all time low and with little hope for improvement in the near future, this new, seemingly futuristic cure in the form of solar energy will help relieve some of this pressure, making homes more appealing and, in the long run, more efficient both economically and environmentally.

By eliminating the need to purchase energy produced from fossil fuels, solar homes will help to greatly decrease carbon emissions while giving potential owners more incentive to purchase one of these green homes. Incentives in the form of increased property value and satisfaction of their homes are just two of many. For example, “Studies indicate that solar homeowners are more satisfied, and satisfied homeowners recommend their builders to others twice as often as neutral owners... And home buyers are increasingly concerned about the environment, national security, and health...” (Solar Energy). With greater concern in other aspects of their lives, solar energy homeowners will be more likely to spread their concerns which will provide an overall benefit to society.

Solar energy will prove to be the answer to the rising toll the traditionally fossil fuel dependent society has taken on the environment while simultaneously providing a beneficial economic impact. As an industry that produces 32 billions tons of carbon dioxide annually, the impact that fossil fuels pose on the environment is undeniable, thankfully, solar energy provides a much cleaner solution. Apart from the staggering amount of annual carbon emissions that will be avoided as a result of solar energy, the physical impact on the earth, which is equally as destructive.

While the bar for solar cell efficiency is constantly being raised, most recently at the University of Delaware, 42.8% efficiency can most certainly be better. Increasing the efficiency of solar cells will hopefully allow builders to use less materials for greater energy expenditure, thereby decreasing the cost of solar systems for buyers. Decreasing the cost of home solar systems should increase the amount of green homes, which will ultimately help to cut the annual harmful carbon emissions that are produced as a result of energy consumption. Currently, University of Utah engineers are working to find ways to boost the efficiency of commercialized solar cells to help lower the cost of solar energy. According to Alternative Energy News, the chemical element germanium is the element used in the most efficient form of solar panel,

however, the high cost of these types of solar cells puts them out of the reach for commercial use (Cheaper Solar). Nevertheless, the University of Utah engineers are working with a new method of cutting the germanium element known as wire electrical discharge machining which wastes less of the element by decreasing the width of the cutting surface, increasing the efficiency with which the panels are cut and therefore lowering the cost of commercial solar systems (Cheaper Solar Power).

Although commercial use of solar cells is not yet as prevalent as home use it only means that the market for commercial use has more room to grow. With a seemingly unlimited opportunity to expand, commercial use of solar panels is an excellent area to try to improve due the amount of energy consumed by cities not only in the United States but also across the world. Eliminating the dependence on fossil fuels in cities will provide an overwhelming contribution towards meeting environmental needs by further cutting annual carbon emissions. According to the U.S. Department of Energy, there are currently twenty-five Solar American Cities that are, "cities across the country [that] are taking action to make solar energy a more viable option for their communities. These Solar America Cities are using innovative approaches to remove market barriers to solar and to encourage adoption of solar energy technologies at the local level." (Solar America). With investment of further technology and effort, the number of Solar American Cities will be given a chance to increase, allowing solar energy a chance to reach its full potential as a primary energy source.

The goal of the Solar American Cities project of the Department of Energy is to "remove market barriers to solar and to encourage the adaption of solar energy technologies at the local level" which will help solar power to expand in the future. Cutting the cost of solar cells and increasing their availability will provide undeniably profound effects on the expansion of the solar market as well as the environment. Because cost is one of, if not the largest deterrent for people interested in buying solar systems, helping to lower the cost and increase the availability of this solar technology should provide the spark needed to ignite a wildfire of home and commercial solar system buying.

Though solar energy may not be the complete answer to the fossil fuel problem that plagues today's environment and way of life, it provides a convincing argument. The cleaner, safer solar cell alternative shows great signs of improvement in the future, how long into the future is up to world society while it holds the fate of the planet in its hands as it possesses the ability transcend the dependence on harmful fossil. Solar power is our chance to slow and possibly turn back the damages that fossil fuels emissions have had on our environment, while the supply of fossil fuels is nearing depletion, the earth's environment near the edge of its ability to cope with the carbon dioxide produced as a result, meaning that the time to for change is now. We can only hope that solar technology becomes more economically reasonable and more available so that we may one day eliminate fossil fuels all together and therefore save our environment and our money. Nevertheless, despite the current research being done to improve solar technology, the fate of the future of solar energy rests in the hands of we the consumers.

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Sample Image Analyses:
Sample Image Analysis 1:



Advertisements are used to persuade people to favor a product. Many advertisements use different techniques, such as using a woman's body, placing a man and a woman together to exemplify certain thoughts and ideas, but all in all advertisers use sex. The term "Sex Sells" is something that advertisers take seriously, and use to their advantage. Women are constantly being found on ads dressing in small amounts of clothing and showing off their assets. Many times, these women have nothing to do with the advertisement. In cases in which they are involved with the product, they usually are using their looks to sell the product. Many times, their looks and body shape are not realistic and cannot be found in the average American woman. In this advertisement by Wonderbra, the woman is using her large breasts and stunning looks to get what she wants in life and sneak by society's ideas and stereotypes. The woman in this advertisement is selling herself short and using her looks to get past the housewife stereotype. This Wonderbra advertisement is portraying the idea that women are only good for being housewives, but if they are attractive enough, they can move up the ladder to becoming something much more, maybe something like a "trophy wife". This advertisement displays the concept that women can rely on their good looks and seductive nature to be successful in life.

In this advertisement by Wonderbra, the actual Wonderbra symbol and wording is quite small and falls to the top right of the advertisement, like a tag on an article of clothing. The lighting of this advertisement makes it seem like the spotlight is on the blonde woman. The whole background of the advertisement is a deep red color, but the color is lightest around her body and gets darker towards the outer corners of the picture. You see a woman wearing a shiny black bra, with no shirt on. She has large breasts and her hands are strategically placed around the bra straps so that your eyes immediately fall towards her cleavage. The picture cuts off right below the bra so that the reader has nowhere to let their eyes wander to. Where the picture cuts off, you can see a

small bit of skin, leading the reader to think that she is not wearing any other clothing. She has wild, yet beautiful curly blonde hair, and heavily made-up eyes. Her make-up and her clothing make her look seductive, but her head is cocked to the side with a facial expression that says “so what”.

Right above the woman’s breasts, it says, “I can’t cook. Who cares”? The quote on the advertisement speaks for itself. It brings up the idea that women belong in the kitchen, and are solely exist to be their husband’s housewife. The woman in this advertisement is kind of defying the stereotypes of women by saying “so what”. At the same time, she is not doing it in a positive way. She is saying that her looks are good enough to get her to where she wants to be in life. The woman in the advertisement is telling women that if they use the Wonderbra to enhance their breasts, then they can rely on their looks to get a husband, rather than being able to cook him dinner, which was a societal demand in past decades. Both ways of finding a partner aren’t ideal, and don’t give women enough credit. Women should not be judged by their looks and/or how well they can cook their husband a good meal. The woman in this advertisement is lowering herself down to a level where she is only a pretty face with large breasts, not an intelligent woman who happens to be beautiful.

There is no doubt that the woman in this advertisement is a beautiful woman. She has big beautiful bed-room eyes, and blonde voluptuous hair. The hair says a great deal about the woman. Blondes have been viewed as women lacking social intelligence in the past, and pairing this woman’s blonde hair, large breasts, and the quote placed over her body, it doesn’t help blondes with their negative stereotype. This woman is using her good looks along with the color of her hair to use the blonde stereotype to her advantage. Blondes get stereotyped as unintelligent and lacking “book-smarts”, and the woman here is saying that she is okay with being viewed in that manner, and in fact, she is going to use it to escape another stereotype of women belonging in the kitchen.

In a positive direction, this advertisement by Wonderbra is pointing out that women today are much more than what they were in the 1950’s. In the 1950’s, women were expected to be nothing more than housewives. They would work at home, and normally do chores all day such as cooking, cleaning, ironing, and taking care of the children’s needs. The woman in this advertisement is saying that she is much better than that. She is saying that she doesn’t have to conform the societal stereotypes. Unfortunately though, she is saying that she doesn’t conform to these stereotypes because of her great looks.

This woman is using her body and her breasts to get what she wants. It is obvious to the reader that the woman is beautiful, but having good looks can’t and won’t get you everywhere in life. This advertisement gives false messages to women and teenage girls. Teenage girls are fragile people who normally can easily conform to different ways of life without worrying too much about keeping their identity. For a teenage girl to see this advertisement, it could be potentially dangerous. If a teenage girl saw that the woman in this advertisement was able to get somewhere in life even though she can’t cook, but because she has large breasts, then the young girl may start to see a path to follow. This advertisement could very well lead young girls to show too much skin to get what they want, when they have so much more going for them. Older women may also see the need to change their lifestyle because of this advertisement. If a woman is not getting the attention she needs from her husband, and usually cooks dinner for her family every night, she may see a new window of opportunity to get out of her rut. A middle aged woman with normal looks may think that if she purchases a Wonderbra and enhances her breasts, that she may be able to escape from her normal dinner responsibilities and become so much more.

This advertisement may also boost the confidence of women and teenagers. It may show them that they are much more than what society expects them to be, but it may show them this in a provocative and sexual manner.

The woman in this advertisement probably could just rely on her good looks and blonde nature to fall in love. Unfortunately though, not all women look like her and therefore she can lead women in a direction that is not realistic. It is great that she can defy the stereotypes of women in past decades, but the way that she is conveying this message is not healthy for many women, but mostly for young teenagers. Wonderbra is using this advertisement to say that if a customer purchases one of their bras, they will not have to try to succeed in life. Instead, the customer will have such great breasts that people will not expect anything more from them.

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Sample Image Analysis 2:

Status Brings Death

Advertising by the media has been shaping American culture and dictating the values of society for centuries. Because images used in advertising are often idealized, they eventually set standards that Americans feel the need to achieve. Advertisements define what the 'ideal' image is, and show us how to obtain it. People for the Ethical Treatment of Animals (PETA) is the largest animal rights organization in the world that uses advertising to relay their mission of stopping animal cruelty. PETA's advertisements are often controversial as they convey explicit guidelines for an acceptable lifestyle and condemn those who choose to live otherwise. The organizations' advertising methodology manipulates the minds of consumers in to believing that certain lifestyles are immoral such as wearing fur or consuming animal products. PETA often takes an unconventional path while trying to reach their target market and does so through their unique angle of vision and emotionally stimulating composition.

While viewing a variety of PETA's advertisements a common theme of provocative subject matter was evident across the board. When dealing with a subject such as animal cruelty which gives rise to many different opinions, it is important to immediately catch all prospects attention, even those who do not have an interest in PETA. While browsing the internet one advertisement in particular caught my attention; it combined sexuality, politics and of course animal cruelty in to one image. The advertisement is immediately striking as the American Flag is used as the background. This particular depiction of the flag uses deeper tones relaying a degree of seriousness, rather than the typical bright red, white, and blue tones that are often seen. The element of light plays an important role as it highlights certain sections of the flag and therefore draws the audience's eye to those sections. The stars are brighter than other sections; this hones the idea of the fifty states of America and of course their unification. The flag automatically appeals to the consumer's ethos by relaying the idea of nationalism and therefore American values; the flag's symbolic nature is unique to each individual. Unlike many other advertisements that do not allow the audience to touch upon their own creativity and personal beliefs, this particular one does just that by using a recognizable symbol with a subjective meaning. The placement of the American Flag in the advertisement also appeals to the audience's logos by associating the values of PETA with a globally recognized symbol of America. PETA's use of the American Flag brings about an entirely new dimension to the advertisement through associating the organizations' values not with those of celebrities, but with those of the American population as a whole.

In front of the American Flag stands an attractive female in an upright position from a side view perspective. There is a sense of intensity present, as the woman's head is facing camera. The side view position of her body and her unfocused eyes still draw the audience's attention to the flag. It appears that she is looking in to the distance in a thoughtful way. She may be thinking about the future of America which plays upon the ideal of both a positive representation of an American, and more specifically, the "model" American female. Although a female, the central theme of the image is not her gender, but her powerful manner and confidence. She stands in a body of water which is significant in American culture. Instead of standing on solid ground, the water represents the fluidity of life, and freedom within our society. The female and American Flag unite in this advertisement to convey PETA's message to their audience in an impressionable way.

In the center of the image across the woman's thighs are the words, "Be comfortable in your own skin, and don't wear fur." The words "IN YOUR OWN SKIN" are in capitals and

slightly larger than the other text. This places an even higher emphasis on the idea of self security. The message that PETA is trying to relate to the consumer associates ones confidence with their decisions. The advertisement makes one wonder what the implications of wearing fur would be with these words and how they are looked at by society. After reading this, the consumer might feel as if they are perceived as weak by society for wearing fur, as they are hiding behind material items.

This advertisement in particular is targeted at those people who feel the need to identify within a particular status; these people are named the achievers or emulators. Achievers and emulators feel the need to buy material items in order to portray a desired image. The materialistic culture that is running rampant in America has taken over the minds of consumers. Through this advertisement PETA is able to communicate the importance of one's national origin above all other means of self identification in opposition to materialistic desires. The female in the advertisement is comfortable in her own skin and this is evidenced in her nudity. She does not need fur to feel accepted by society nor to promote her own self worth, being an American gives her the confidence she needs. The female who is both physically attractive and confident gives life to the words displayed in the image. When looking at the advertisement from a consumer's perspective it would probably not seem like the worst idea to stop buying fur as one would still be accepted by society. The unique combination of the message and the central female figure complement one another and makes the ideas of not buying fur seem like a positive decision.

This advertisement's placement of recognizable symbols adds to the advertisements unique composition. The flag alone could mean many things, but with the placement of an attractive female the element of sexuality is introduced. The nude female draws ones attention, even before reading the text or having an understanding of the implications of PETA's mission. The composition of the advertisement would have changed had a male been the main subject but because it is specifically appealing to PETA's concerns with fur, which is more commonly associated with women; they decided to use the female. The female takes on an almost androgynous role with her slicked back hair and strong features; this strays from the usual portrayal of women as weak and submissive. The tattoo on her leg is not prominent, but still allows her to have a more masculine presence. The widespread use of sexuality in the media is something that many consumers have learned to accept and in turn can relate to because of its commonality. Those who aren't familiar with PETA are likely to glance at this advertisement even though it may not apply to their interests.

PETA uses many different approaches to relate to the consumer with their advertisements. The organization is notorious for grabbing the consumers' attention with graphic images of slayed animals that are used to make fur items. Through their advertisements, PETA hopes for the consumer to identify and to sympathize with the animal itself. In this example where the female is the central figure, it is meant for the consumer to identify with their own individual position in society, and how this in turn leads to the killing of innocent animals. How would a consumer feel after seeing an advertisement such as this that implies that purchasing fur was symbolic of a lack of confidence and simultaneously unrepresentative of American values? This advertisement touches upon the superficial nature of society and the way in which Americans (especially) hide behind their possessions; it is meant for the consumer to think about their own actions. PETA hopes to communicate to the market the idea that unlike sports cars or electronics as a means to boast ones status, fur brings upon death.

Although the female in the advertisement is portrayed as powerful, it may be unethical for PETA to use an attractive woman who is clearly not representative of the entire American female

population. As mentioned earlier, women are often used in the media for their sexuality, and in this case PETA does just this to appeal to consumers. She is in great physical condition, but what about those Americans who aren't? Someone like her may not feel the need to hide behind her material possessions, but others may not be as comfortable in their own skin. This could pose as a major turn off for those women who are not in great physical condition and may give PETA a reputation as shallow. The way she suggestively is holding her breast could be taken several ways but there is a clear sexual reference present, as her hand draws attention to the area. Although this advertisement is targeting the American people with a mission of bringing an end to fur use, there are still sexual innuendos present that are meant to appeal to men visually.

While advertising, companies and organizations such as PETA make advertisements with a specific message that they want to convey to their target market, the challenge is doing it in a way that is both appealing and convincing. PETA's concerns over animal cruelty are not specifically worrisome to many Americans therefore they must use creative methods to at least draw their attention upon first glance. PETA targets those who associate with activities that promote animal cruelty. Sexuality is often used in advertisements to entice consumers; this is exactly what PETA decided to do. Advertisements such as this one are symbolic of American culture; even something as serious as animal cruelty is relayed to the public in a sexual manner. This shows that the best way to connect to Americans, regardless, of the subject matter, is through those ways that catch the eye and relate to what is popular in the time; in this case sexuality plays a key role. PETA is very serious in their beliefs of stopping animal cruelty, but just like all other advertisers, they must choose a visually stimulating composition to attract their audience.



Sample Image Analysis 3:

Emporio Armani Advertisement

In today's world, advertisements are used very frequently to convince people to buy a specific product. There are many ways that people are subjected to advertisement including television, magazines, and billboards. Advertising companies target specific types of people that would be most likely to buy the product. There are different types of consumers that are specifically targeted by advertising. The need-driven consumers are people that do not have extra money to be spending on non-essential items, only need based. The second type of consumers are the inter-directed consumers, who buy products for their own purpose only and not for others. Finally, the last type of consumer is the outer-directed consumers, which buy a product to impress or belong with others. Additionally, advertisement companies can target specifically men or women or sometimes even both in the ads. In this ad, the people that are mostly targeted are the men who are outer-directed consumers. Advertising companies rely on false facts to convince people to believe something that isn't true in order to sell their products.

In People magazine, there was an advertisement for a men's cologne called Diamonds by Emporio Armani. The first thing that is noticed when looking at the ad is the man with many other people surrounding him in the center. He is in the center is the only one of the people that a majority of their body is shown, while the other people are cut off or hidden behind other people. This suggests that the man in the center is the most important person in this ad and he is the main focus. Additionally, the woman on the right of the man seems to be grabbing the man's shirt, trying to stop him from walking away. Behind the man, there are many hands that appear to be reaching out towards him. On the left of the center man, there is another man that seems to be a body guard that is protecting the man in the center. Finally, there is a bright white spot in the background that sort of resembles some sort of light source.

The ad includes the phrase, "hard to resist". It becomes clear what the picture in the ad is trying to imply. The man in the center of the ad, is wearing the cologne, which is making him very hard to resist by everybody else in the ad. The woman on the right is grabbing his shirt because she finds him so irresistible. The man standing next to him who resembles some sort of a body guard, looks like he has something held over his mouth and nose. This implicated that the body guard is trying to prevent himself from smelling the cologne so that he can remain in control and not become like everyone else. He needs to be in control because his job is to keep all of the crazed people from hurting the man wearing the cologne. The light source in the background of the ad appears to be a flash from a camera. This makes the man in the center seem more of like a celebrity who is having pictures taken of him by people such as the paparazzi.

The entire ad is in black and white. This makes the man stand out much more because of the contrast between the black background and his white face and shirt. It really makes the man become the center of attention in this ad. Additionally, the black background adds a sense of mystery for the audience. Due to the fact that all of the background is black, the audience is not able to determine where the man is located. All that is known is the fact that the man in the center is being followed and surrounded by many people. This makes the audience wonder where the man is and what he is doing.

The attire of the people in the ad is very nice. The man in the center is wearing a dress shirt with a blazer and a tie. Additionally, the woman to the right of the man also appears to be wearing a nice shirt or blouse and a blazer. This impacts the audience by suggesting that if you wear the cologne then you will have and very neat and put together appearance. This also says a

lot about the company of the perfume. It says that this company is a very nice, well respected, and put together company.

The ad continues on the reverse side of the page. The image on this side is of a bottle of the cologne. In the top left corner of the page is an opening where light is shining through on to the bottle of cologne. The light shining down makes the bottle appear god-like. This makes the cologne resemble something truly amazing and heavenly and the only cologne that is the only one cologne worthy to be worn. Additionally, there is a small scented panel on the side that lets you sample what the cologne smells like. This helps enforce that it does smell good which would make people more likely to go out and buy the cologne.

This ad is clearly directed towards men. The man in the center is given the image of popular, attractive man who is sought after by many women. This ad gives the impression to men that if they wear this cologne, they will be surrounded by women who will not be able to keep their hands off of them. The man in the ad has a smile on his face meaning that he is enjoying all of the attention that he is receiving from wearing the cologne. Most men would do anything to have many women fighting over them and being hard to resist. This ad can additionally be targeted at women. This ad was found in People magazine which is primarily read by women as opposed to men. Everyone knows the saying that “diamonds are a girl’s best friend” which also relates to this ad. The name of the cologne is called “Diamonds for Men”. This says that this cologne is equivalent to diamonds for women. This implies that if a woman wants to get her significant other a gift that he is going to truly love, then she should get this cologne for him because it is equivalent to buying him diamonds.

This ad also conveys a negative message as well. This ad suggests that what you do or say is not important but what is important is only what cologne you wear. This allows people to think that they no longer have to subject themselves to all of the things that the everyday person has to do. If you wear the cologne, it makes you superior to everyone else and you are not required to do those things. Also this ad conveys the idea that you can get anywhere in life by wearing the right cologne.

However, all of the methods that the advertising company used are not true. Wearing a specific cologne will not make a person more popular with others and make them the center of attention. The cologne will not make you look any differently than you did without it. All the cologne will be able to do is to make you smell better than you did before. Finally, this cologne will not be able to make you superior to others and allow you not to do the things that the everyday person has to do. Advertising companies would like you to believe that if you wear this cologne your life will improve significantly, however, there is a good chance that nothing will change because of the cologne.

Armani is a very high end designer and they have a standard that they must uphold in order to call the product theirs. Due to the fact that Armani is a very high end designer, the price of the cologne is more expensive than regular cologne from a company that is not very high end. Therefore, the only people that would be buying this perfume would be the people that had an excess of money to spend on nice things such as cologne and would be buying the cologne to impress others as well as themselves. Therefore the people that would buy this cologne would be the outer-driven consumers. These people are more concerned with belonging to a group than being their own person. Finally, the majority of the consumers that are targeted by this product are primarily men.

Works Cited

“Emporio Armani.” People Magazine 23 February 2009 pages 15-16.