

ORAL HISTORY

DUE: March 4.

THE ASSIGNMENT

Oral historians document history through the ordinary experiences and memories of the people who lived it. For this assignment, you'll try out the role of an amateur oral historian by documenting the experiences of someone (a family member, a classmate, or an acquaintance) within the scope of inquiry of this course. You will audio record the interview using your phone or laptop and describe what you learned in your essay.

You may choose one of the following topics below:

- a) **Memories of a Loved One.** Ask your consultant to tell a story about a loved one who has passed on. This can be a favorite story from their life—or from the time when the loved one was approaching death. If the loved one is a member of your own family, you can also ask your consultant to tell a story about the departed that you've never heard before.
- b) **Cultural Practices.** For this prompt, choose a consultant who is from a culture different from your own. Ask him or her to describe the death rituals and funeral practices of their culture. Some questions you might ask include: How does a person prepare him or herself for death? Where do people usually die (e.g., at home or in the hospital) and why there? What happens before, during, and after the funeral? To their knowledge, have these practices changed over time?
- c) **First Encounter.** Ask your consultant to describe the first time they encountered death in their life or their earliest memory of it. What was their understanding of death then? What is their understanding of death now?

Describe what you learned in a brief (2-3) page report. You may include direct quotations from your interview, but you don't need to transcribe it unless you want to. At the end of your report, please reflect on your experience by answering the following questions:

- How did you feel before, during, and after the interview?
- What did you learn that you didn't know before?
- What other oral history topics would be interesting to you?

PRIVACY

Your report will be shared in class. Please protect the privacy of your consultant by using a pseudonym (false name) to conceal his or her identity and the identity of those they talk about. Similarly, you should change any identifying details, such as names of towns where they live, etc.

GUIDELINES

- Length: 2-3 pages.
- Format: Typed and double-spaced, Times New Roman or Calibri 12 font, with 2.54 cm margins. This is a must.
- Please write your name, course, and assignment in the upper left hand corner.

CRITERIA

A successful Oral History will demonstrate effort, adherence to the guidelines, and a thoughtful exploration of the assignment.

This assignment will be included in your Final Portfolio and graded as:

- ✓+ (exceeds expectations)
- ✓ (meets expectations)
- ✓- (below expectations)

If you have any questions about the assignment or difficulties with completing it, please email me (aewatts@ipek.edu.tr) or visit my office in room 104.

DEATHOGRAPHY

DEADLINES

- Draft 1 – **March 11**. Bring 3 copies for Peer Workshop.
- Draft 2 – **March 25**. Revised draft for my feedback. Must include (in this order): Self Reflection, Peer Circle Worksheet, Brainstorm Worksheet, and the original Draft 1.
- Draft 3 – **April 20**. Bring 3 copies for Peer Workshop.
- FINAL – **June 1**. Final, polished draft. Must include (in this order): Final Self Reflection, Peer Circle Worksheet for Draft 3, and your original Draft 2 and 1 with attachments.

THE ASSIGNMENT

This assignment has two parts:

TASK 1. After giving considerable thought to your own experiences with loss, mourning, and transitions throughout your life, write an essay describing these experiences and relating them to your current beliefs. How have these shaped your perspectives on death or your death worldview? What is your understanding of a ‘good death,’ and a ‘good life?’ In other words, you are asked to write a biography of death and transition in your life that explores your experiences within the cultures and contexts that have shaped your perspective. It may be helpful to consider the varieties of losses that you’ve experienced, both directly and indirectly. These may include not only death, but transitions from one identity to another that entail loss of some kind (for example, growing up, leaving home, etc.) The deaths you reflect on may include humans or animals, and people who are close to you as well as those who are far away. You may also include more remote relationships, such as celebrities or strangers whose deaths may have impacted you in some way.

TASK 2. The second part of the task is to try to relate your experiences with death and loss to your current attitudes and beliefs today. **These include any contemporary issues, controversies, or topics you may want to explore in your research paper** (don’t worry—you can change this topic later.) I encourage you to review the course readings for ideas. You do not need to use any secondary sources—your own experiences and thoughts are enough. However, do not begin with your current beliefs; rather, begin by describing your lived experiences (Task 1) and then connect these to **your own perspectives** on death and dying (Task 2).

PRIVACY

Your essay will be read by your colleagues in this class and reviewed in your Peer Workshop. While the essay should offer an honest, thoughtful examination of your experiences, please only include information about yourself that you don’t mind sharing with the other members of this class. Within the bounds of our safe and respectful discourse community, you are not required to disclose any details that you do not wish to. If your experiences include interactions with others, you may wish to protect the privacy of those you are writing about by using a pseudonym to conceal their identities. Finally, death can be challenging to talk and write about; accordingly, we’ve given students the option to enroll in a different ENG 102 course if they do not wish to explore this

course topic. However, that said, if you strongly desire to stay in the course but feel uncomfortable writing this particular assignment—or feel you don't have any experiences with death/loss to write about—you may focus on exploring your opinions and perspective on a death-related research topic instead. Please see me to discuss this option.

CRITERIA

This draft is part of an essay sequence, which means that it is expected to evolve and improve over multiple revisions. A detailed explanation of the ENG 102 essay grading criteria may be found in the document “Scoring Criteria” available under “Course Information” on Blackboard. All grades given on drafts are provisional until the Final Portfolio.

GUIDELINES

- Length: 1000-1500 words.
- Format: Typed and double-spaced, Times New Roman or Calibri 12 font, with 2.54 cm margins. This is a must.
- Please write your name, course, assignment, and Peer Workshop members in the upper left hand corner.
- As explained in the course syllabus, late assignments will not be accepted, and Peer Workshops cannot be made up.

ASSIGNMENT SEQUENCING

Only the second and final drafts will be graded; the second draft grade is provisional and intended to help guide improvement. (An optional third draft may be reviewed in Peer Workshop.) However, writing a first draft is a mandatory part of the assignment. All earlier drafts, worksheets, self/peer reflections, and feedback **MUST** be included when the second and final drafts are handed in to me. Essays without these components will not be scored or will lose at least one full letter grade on the final grade.

ACADEMIC INTEGRITY

Plagiarism is the use of another person's ideas, viewpoints, findings or works in a paper, project, report, and presenting them as your own or without proper acknowledgment of the source. Any idea or information that did not come from you must be credited to the original source. Failing to do so is a violation of the Code of Academic Integrity. You are responsible for not plagiarizing and will be held accountable if you do. **If any part of your essay is copied from another student or written by or with someone else, you will receive an 'F.' Disciplinary action may also be taken.**

As always, if you have any questions about the assignment, about how to correctly follow Academic Integrity, or would like to request a tutorial session, please email me (awatts@ipek.edu.tr) or visit my office in room 104.

DEATHOGRAPHY: Peer Circle Worksheet

Please use this checklist to guide your critique. If you answer “no” to any of the below questions, please **write on the essay** with your suggestions.

Author’s Name:

Your Name:

	<i>Please circle:</i>	<i>Comments:</i>
Does the essay fully answer the assignment?	Yes No	_____
Does it have a central organizing idea, claim, or thesis?	Yes No	_____
Does the introduction grab your attention?	Yes No	_____
Does the introduction convey the subject and purpose of the essay?	Yes No	_____
Does each paragraph have one clear main idea?	Yes No	_____
Are these ideas clearly linked?	Yes No	_____
Are they supported with specific examples/evidence?	Yes No	_____
Are there any vague or confusing points? If so, please circle them.	Yes No	_____
Does the conclusion echo the thesis and give a sense of closure?	Yes No	_____
Are there any unclear sentences? If so, please circle them.	Yes No	_____
Any spelling mistakes or typographical errors?	Yes No	_____
Any major grammatical errors?	Yes No	_____
Is the essay formatted correctly?	Yes No	_____

Please write at least one question to help the author deepen, connect, or clarify his/her ideas.

Describe this essay's greatest strength.

Describe this essay's greatest weakness.

Other suggestions or comments:

AGREEMENT: Ethical Peer Review means you may ask questions and draw the author's attention to areas that are—in your opinion--unclear, confusing, or could use more thought. **You must NEVER: correct mistakes, suggest new ideas, rewrite any portion of the essay, assign a grade, or otherwise do anything that violates the Code of Academic Integrity.** If you are unsure whether your feedback violates this code, please ask me. I'll be happy to explain.

FOR THE PEER REVIEWER:

I agree to follow the Code of Academic Integrity and Ethical Peer Review best practices.

Signature

Date

DEATHOGRAPHY: Peer Workshop Assessment

DUE: March 25. To be turned in with **Deathography Draft 2.**

Your name: _____ Date of Workshop: _____

Please answer the following questions below. While required, I will not grade your answers or share them; they are intended to benefit you as a peer workshop colleague and collaborative learner.

1. What went well in your Peer Workshop?
2. What could have gone better? Explain.
3. Was the Peer Workshop helpful for you? Please explain why or why not.
4. Please honestly evaluate **your own** participation and contributions to the Peer Workshop.

	Excellent	Good	Adequate	Poor	Absent
Courtesy and Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort Invested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

5. Please share at least one thing **you will do** to improve your Peer Workshop experience next time.
6. Please share at least one thing **your peers and/or I can do** to improve your Peer Workshop experience next time.

DEATHOGRAPHY: Self Reflection

DUE: March 25. To be turned in with **Deathography Draft 2.**

Please answer the following questions in a typed letter to me (1-2 pages):

- What did you change or improve between the First and Second drafts?
- What do you think you've done well in this Second Draft?
- What do you think you could have done better?
- Please share at least one question you have for me about your own writing.
- Is there anything you think I should know about?
- Any other questions for me?

DEATHOGRAPHY: Reverse Outline Worksheet

Due: With Deathography Draft 2 and Final Draft.

A Reverse Outline Worksheet is a required part of your Deathography Assignment Sequence, and one must be included with your **Draft 2** and with your **Final Draft** when you turn each in. You are welcome to use your own paper or attach additional sheets to this one.

Instructions:

- **Step 1:** Number each paragraph in your essay and write that number under “What It Says.” In bullet points, summarize—**in a nutshell**—each point you make in the corresponding paragraph. Do this for your entire essay to create a bird’s-eye outline.
- **Step 2:** Now think about the purpose of each point. What is its role in your essay? How is it supporting your thesis or the topic sentence of that paragraph? Note your answers in the column “What It Does.”

What It Says

What It Does

<i>What It Says</i>	<i>What It Does</i>

DEATHOGRAPHY: Revision Worksheet

This Revision Worksheet is a required part of your Deathography Assignment Sequence, and must be included with your **Deathography Final Draft** when you turn it in.

Your name:		Date:
Your draft:	<input type="checkbox"/> is double-spaced <input type="checkbox"/> has been spellchecked <input type="checkbox"/> uses Times New Roman/Calibri 12 <input type="checkbox"/> Includes all required attachments	<input type="checkbox"/> has your name, course, assignment, and peer workshop members in upper left corner <input type="checkbox"/> has 2.54 cm margins <input type="checkbox"/> has been carefully proofread and also read aloud
CONTENT		CHECK ONE:
1. I am confident that my topic is a strong one, and that my essay follows the assignment.		<input type="checkbox"/> Yes <input type="checkbox"/> No
2. My essay has a clear thesis/claim that is focused and relevant to the essay prompt.		<input type="checkbox"/> Yes <input type="checkbox"/> No
3. All the information/explanation/arguments I've given are relevant and support my thesis.		<input type="checkbox"/> Yes <input type="checkbox"/> No
4. My ideas progress in a way that's logical, balanced, meaningful and very well supported.		<input type="checkbox"/> Yes <input type="checkbox"/> No
5. My ideas show significant improvement based on teacher feedback and self-editing.		<input type="checkbox"/> Yes <input type="checkbox"/> No
DEVELOPMENT and ORGANIZATION		
6. My introduction clearly conveys the subject and purpose of the essay.		<input type="checkbox"/> Yes <input type="checkbox"/> No
7. All my ideas are fully developed and don't need to be expanded or refined.		<input type="checkbox"/> Yes <input type="checkbox"/> No
8. My ideas are supported with examples, and all points fully explained.		<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Throughout my essay, similar ideas are grouped together.		<input type="checkbox"/> Yes <input type="checkbox"/> No
10. My paragraphs have a clear focus, good development, and specific purpose.		<input type="checkbox"/> Yes <input type="checkbox"/> No
11. My paragraphs transition well from one to the next.		<input type="checkbox"/> Yes <input type="checkbox"/> No
12. My paragraphs are in the best possible order, one that logically develops the exploration of my topic (sometimes referred to as "having good flow").		<input type="checkbox"/> Yes <input type="checkbox"/> No
13. My conclusion echoes the thesis and main ideas and gives a clear sense of closure.		<input type="checkbox"/> Yes <input type="checkbox"/> No

14. My organization shows significant improvement based on teacher feedback and self-editing.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LANGUAGE AND STYLE	
15. My language is clear throughout and my ideas can be easily understood.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. I don't have any grammatical/spelling/punctuation errors that need to be corrected.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. I've used appropriate academic vocabulary.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18. My paper uses quotes, paraphrases and summaries effectively and is no more than 1/3 quotes.	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. My quotes, paraphrases, and summaries of outside sources are introduced and/or followed by my own sentences that explain my use of the sources.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20. My in-text citations are clear and correct.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21. I have correctly written my "Works Cited" or "Bibliography" page(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No
22. I have not used anyone else's words or ideas without giving them credit. (I have not plagiarized).	<input type="checkbox"/> Yes <input type="checkbox"/> No
23. My introduction and conclusion stylistically match.	<input type="checkbox"/> Yes <input type="checkbox"/> No
24. My paper is formatted correctly.	<input type="checkbox"/> Yes <input type="checkbox"/> No
25. I have proofread my draft.	<input type="checkbox"/> Yes <input type="checkbox"/> No
26. My language and style shows significant improvement based on teacher feedback and self-editing.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Action Plan:

For each of the items you checked “no” to, write the **item number** and describe your **plans to improve**, including any help or resources you may need to find and/or questions you will ask the instructor (if needed, you may continue this list on another sheet of paper attached to this one):

FINAL PORTFOLIO

Due: May 27th by 4pm.

Your **Final Portfolio** showcases your work in the course and documents your learning process. It should be neatly presented as a bound report with a cover designed or decorated however you wish.

It must include the following items, in their own identified sections, and in the following order:

HOLISTIC SELF-REFLECTION

For your **Holistic Self-Reflection**, please write a 1-2 page essay reflecting on and critically analyzing your learning and progress in this class a whole. The following questions are intended to guide you, but should be answered with depth, detail, and coherence (not as a list):

- What aspects of this course challenged you the most, and why?
- What aspects of your own work are you the most proud of, and why?
- What are you the least proud of, and why?
- What have you learned about yourself as a student throughout this course?
- What have you learned about yourself as a reader? As a writer? As a peer workshop member?
As a teammate and partner?
- What's changed in you?
- What's stayed the same?
- If you could jump in a time-machine and do this class over again, what might you do differently? (Another way to look at this question: what advice would You-Now give to You-Then?)

GRADED ESSAYS

- FINAL Drafts.** This must be clean, polished and correctly formatted. (Please read the "Course Criteria" guide for a detailed description of an "A quality" essay). In this section, you must include Final Drafts of each of the following items, in the following order:

1. **Research Paper**
2. **Annotated Bibliography** (attached to the back of your Research Paper)
3. **Research Proposal** (attached to the back of your Research Paper)
4. **Deathography**

- EARLY Drafts + Process Work.** In a separate section of your Portfolio, include the following items and in the following order:
 1. **THIRD Draft** (if applicable.) This should be one original draft with comments from Peer Workshop.
 2. **SECOND Draft.** These must be the original draft with my comments and feedback sheet.
 3. **Self-Reflections.** Please attach these to the FRONT of each respective draft.
 4. **FIRST Draft.** This should be one original draft with comments from Peer Workshop.
 5. **Reverse Outline Worksheets** and/or **Brainstorm Worksheets** for each draft. Please attach these to the BACK of each respective draft.
- Peer Workshop Assessments and Checklists.** In a separate section of your Portfolio, please include your Peer Workshop Assessments (with the draft, assignment, and peers of each workshop identified) and attach any Peer Workshop Checklists you received at the BACK of the assessment.

✓+/✓/✓- WORK

In addition to your essays, which are separately calculated into your course grade, your Final Portfolio must also include the original, graded versions of the following:

- Oral History**
- Peer-Led Discussion Self-Reflection**
- Oral Defense Self-Reflection.** (This item will be graded with your Final Portfolio.)

FINAL PORTFOLIO CRITERIA

A successful Final Portfolio will demonstrate effort, academic professionalism, neatness, and adherence to the assignment instructions.

Your Final Portfolio will be scored as:

- 50% - Holistic Self-Reflection
- 40% - ✓+/✓/✓- Work
- 10% - Overall Presentation and Design

For more details on Final Portfolio Scoring, please refer to “Course Criteria” on Blackboard. If you have any questions about the assignment, please email me (aewatts@ipek.edu.tr) or visit my office in room 104.