

Week 1

For Tuesday

SEQUENCE ASSIGNMENT: Compose an **abstract** of 150 words or LESS presenting your Major Paper, using this academic guide:

<https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>

POST your complete abstract to DISCUSSIONS on Canvas by 10 AM on Wednesday.

I will open CONFERENCES the final 30 minutes of the period for questions about abstracts (**NOT about Fall grades**).

On Wednesday,

SEQUENCE ASSIGNMENT: Reply to the DISCUSSION posts of **3** classmates OUTSIDE YOUR MAJOR GROUP, filling in the blanks of these statements for each of their [abstracts](#):

I found your argument that ____ [doing/not doing/changing WHAT/HOW] would better ready high school students for college compelling.

With it in mind, I am committing myself to _____ [to do/not do/change WHAT] as a student in Spring.

I hope that Baker will, based on your paper, _____ [do/not do/change WHAT] as an instructor in Spring.

Thursday

Overview of the 2 sequences for Spring:

Major Paper 2: *Mental Stimulus* due April 1 by midnight

YOU, the real person YOU, have just landed a windfall of cash—\$5 million—that you, personally must spend by the end of the fiscal year (June 30). Document your reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process for DECIDING **how much money you will invest in what specific ways** and JUSTIFY, using data from your research, **why your investment plan would be effective at meeting the objectives** you set.

Readings required for MP2 include McLeod’s discussion of Maslow’s [Expanded Hierarchy of Needs](#) and academic/professional sources you gather. Sequence assignments leading up to the final submission of MP2 structure the wicked design process. The grade for your final MP2 is a *heavily-weighted* sequence grade.

Major Paper 3: *Subversive Paradigm* due May 31 by midnight

UW’s mission is, in part, to “discover timely solutions to the world’s most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.” Use the reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process of composing to IDENTIFY a testable **potential “misconception/myth” related to your Major** and FORMALLY PROPOSE **real world actions to disprove/correct understanding** using the **Grant Application and the criteria for [National Institutes of Health R03 Grant Proposal](#)**.

Sequence assignments leading up to the final submission of MP3 structure wicked design steps. Design includes researching and evaluating sources of data, project/test models, specific locations, times, materials, participants, estimated costs, permissions, etc and using guides to successfully compose

- **an abstract** the misconception/myth, its significance to/ negative impact on your field
- a **literature review summarizing and evaluating** 5 academic/professional sources of data for hypothesis [“truth”] and **method** for testing/mitigating understanding
- a **rationale** for and the **feasibility** of a new, specific, manageable project to mitigate understanding
- the project’s **timeline, sequence of actions, resources utilized** and **personnel involved**, describe its unique features/innovation (how is it different than what is already being done), its estimated **costs** and justification of the **results** you expect from the project’s implementation
- description of **significant risks/ difficulties** to the project’s efficacy—including alternate plans/alternatives for the most significant risks/difficulties

Year-End Critical Reflection

Produce an evaluation of your Portfolio items, meeting these minimum standards:

- identify specifically where/how [outcomes traits](#) are demonstrated in the Portfolio
- evaluate the strengths AND weaknesses of your wicked composing process—citing evidence from Spring sequence assignments and MP drafts
- explain what your strengths prepare you to do well in your 2022 work
- explain the likely effect of weaknesses on your 2022 work
- lay out next steps for improving weaknesses as part of your 2022 work

Year-End Portfolio due June 11 by midnight.

Must contain the following items to be complete:

1. Revised Major Paper 1—attempting [ALL Fall and Spring requirements](#).

2. Final Major Paper 3—attempting ALL requirements.
 3. Year-End Critical Reflection—attempting ALL requirements.
- This is graded according to the [Portfolio rubric](#).

Spring Semester Grade Formula:

Sequence Work	30%
Portfolio	70%

Yearlong UW and EvCC college grades = mean of Fall + Spring course grades.

College Credit Option for Spring:

EvCC Option 2 (5 college credits offered in Spring for those NOT already taking UW or EvCC yearlong credit)

Cost: \$220; (Free/Reduced Lunch tuition waiver of **up to 10 credits** per year)

Course: ENGL &111 Intro to Literature (**Section #H040; Term: C014**)

Credits: 5; COUNTS AS .5 ENGLISH + .5 ENGLISH ELECTIVE CREDIT PER SEMESTER AT JHS, if you transfer the credits through the counseling office.

Deadlines: Apply and complete CIHS form **by Mar 19**; **by Apr 9** course registration and payment is due **online (using a credit card)**; drop date is Apr 16.

Considerations: uses [EvCC grade scale](#) on EvCC transcript and [JHS honors scale](#) on JHS transcript, transfers within Washington sometimes as writing course/requirement (check your college to be sure), gives you EvCC student privileges*, transfer credits advance registration priority at 4 year colleges.

Application to be a new student (and get a Student ID # required for registration): [video](#); application <http://www.everettcc.edu/enrollment/>

Registration online and info is available at: <http://www.everettcc.edu/ccec/college-in-high-school>

Advising: before and/or after registration students can contact an advisor to discuss how course(s) apply towards a degree or certificate advising@everettcc.edu

Why take THIS option? You need high school credits (taking this course for college credit gives you 1.0 JHS credits). You are going to college **IN STATE** and want to have **the writing requirement DONE** OR want to have as many **electives/English credits DONE** as possible; your school will take the credit as writing requirement and/or elective. (Some schools will allow you to get credit **BOTH** for an AP exam score AND EvCC credit.)

*You aren't an Everett Comm Coll student until your registration is in and your tuition payment processed.

Week 2

Remember OD'ing from Fall semester?

Donald Rumsfeld, U.S. Secretary of Defense for President George W. Bush, facing the problem of winning the Iraq War, said to Congress...

There are *known knowns*, there are things we know that we know. There are *known unknowns*; that is to say, there are things that we now know we don't know. But there are also *unknown unknowns*—there are things we do not know we don't know.

To paraphrase him: to see a problem, you break the terms of the task down—figure out what you know and what you need to know, and keep a lookout for the things you didn't know you needed to know...yet.

Or, another way of saying it: Establish **operational definitions**.

Majors and careers in science, design, math, business, law...you name it...value **being explicit and precise about how a term is being USED for the task at hand**. In every discipline—yep, even English—**OD'ing—operationally defining**—is key to seeing the problem clearly. I'll carve out time for you to OD as often as possible in my class. I hope OD'ing will become a habit not *only* for writing, but *especially* for writing.

How do you **OD**?

OD by **FIRST** taking the time to examine your task in minute detail—like a forensics analyst doing an **inquiry**. What you *know* you don't know, investigate. To uncover your *unknown unknowns*, ask the questions of your colleagues, supervisor, client, etc that **double-check what is MEANT by EVERY term explicit**—said outright—AND *implicit*—assumed or tacit—**in the task**. I think of this step as "testing" your understanding—so the steps are OD-IT:

<i>OD-IT</i>	<p>Operationally Define—peruse* the task for what terms you know and don't know;</p> <p>Investigate terms you don't know;</p> <p>Test to double-check your understanding of every term in the task</p>
<i>so you're ready to DO IT.</i>	

*PERUSE is a word that had two opposite meanings. Have you heard someone use it? Like a salesperson saying, “please peruse our selection of...whatever? The salesperson meant the first definition: “**examine closely, in detail.**” BUT {this is my theory} so many people react to being asked to “peruse” by just quickly looking around (maybe because they aren’t really that interested in buying...they’re just wasting time waiting for their friend to come back from the bathroom or whatever) that it created a new meaning for the word. Now it **also means: “skim quickly, scan without close attention.”** Take that, salesperson!! **Here I intend the first definition.**

Your work reading/researching/thinking/discussing to **OD** leads into articulating your understanding, which rhetoricians, literary analysts and other language specialists call *close reading*. Unfortunately, other people call other things *close reading*, too. So, let’s clarify the operational definition colleges use:

CLOSE READING AT THE COLLEGE LEVEL

This isn’t *only* reading—it’s writing and thinking, too. To close read you follow these steps:

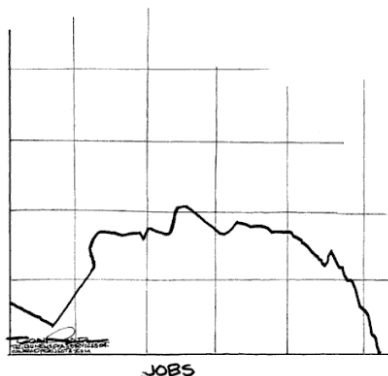
1. **Decode** the text to “get” its meaning (it’s *on you* to research until you can define interfering **known unknowns** like unfamiliar references, words, concepts).
2. **State** YOUR hypothesis of its interpretation: **#** ____ is what this text argues is true about **ontologies** of ____ [what key concept(s) of its field] tested through ____ **epistemologies** [what method(s) to check how well something fits/doesn’t the ontology’s **OD**].
3. **Cite** using **MLA** the location of *necessary* data from the text to *clearly, honestly and comprehensively* capture where/how this argument shows up in the text—*explicitly and implicitly, agreeable to you and not*.
4. **Justify** **WHY** the details in your cited data **MEAN what YOU hypothesize is the argument of the text**, by themselves *and* in context of the whole work (this is adding **data analysis** to back your interpretation up)
5. **Draw** its stakes/implications: ____ is how this text’s argument likely “is in a conversation with” argument(s) *beyond it* that **YOU think** are worth pursuing.

#2 is another means of **paraphrasing** (although in close reading, you may quote, if a text states its full argument explicitly). Remember? Booth, Colomb & Williams gave us these guidelines—

Summarize when details are irrelevant but ideas are useful for *your* purpose; **paraphrase** when you can state what a source says more clearly or concisely than the original for *your* audience; **quote** when the words themselves are authoritative evidence, are compelling enough to discuss at length, *and when you want to disagree with them* (188-9; my emphases).

ASSIGNMENT: TRY IT!!!

Close read this text from slate.com in the sixth year of the millennium:



What do you see the creator of this text actually “say?” What do you interpret as its meaning: its argument that *what* is true, from testing/examining *what* major concept(s)? Where are the data which (what specifics does it actually say that) fit/represent that argument? Why are YOU right to interpret the data that way? Why does *this* text, making *that* argument, matter **beyond** itself/its audience?

Model [Written] Close Reading by Baker (come to CONFERENCE to hear)

After checking historical timelines about unemployment, people/things named “Jobs” and the engraving used on US coins as well as the publication in which this text appeared, I hypothesize that this text is a political cartoon making the left-leaning argument that “the jobs numbers have a human face” by substituting a horizontal silhouette for the data points on a graph representing “jobs” and forcing the reader to change their point of view, literally, to “see” the meaning. Going through that act of reading the cartoon embodies the message of the cartoonist: that instead of looking to trend lines and patterns, what policymakers (Congress, in particular) should be paying attention to is the lived experience of working, being out of work, working part-time, more than one job, giving up looking for work, etc—what the unemployment rate represents. The horizontal position of the silhouette intimates that the person experiencing the jobs numbers is dead, dying, sleeping—none of which have positive connotations in terms of work/ pay/ employment. There is a marked resemblance, in my view, to the engraving on the US quarter—a reinforcement that money/pay has a “face” even if it is a generalized, representational face. Given the financial crisis and other economic events to come, the cartoonist’s point is prescient: statistics and metrics about productivity, employment, wages, etc seemed to lose sight of the experience of real people who were not experiencing stability, growth, profit, etc.

This Week's SEQUENCE ASSIGNMENT:

Step One

[CLOSE READ](#) McLeod's discussion of Maslow's [Expanded Hierarchy of Needs](#) using its offered information (and additional resources if needed) to **differentiate** between the precise, [operating definitions](#) of the two most basic needs: those of **biology and of safety**.

- **Document** and save your close reading in writing as a resource to use for your work throughout this sequence.

Summary of Maslow's Enhanced Hierarchy of Needs (based on Mcleod)	
Biology/Body	requirements for health/survival (air, food, drink, shelter, warmth, sleep, etc)
Safety	protection from harm/threat (security, stability, freedom from fear/anxiety/despair, etc)
Love/Belonging	Caring relationships (intimacy, trust, acceptance, etc), receiving/giving affection, being part of a group (family, friends, work, etc)
Esteem	positive view of oneself (dignity, achievement, mastery, independence, etc) AND from others (reputation, respect, status, prestige, etc)
Cognition/Mental	learning (knowledge, understanding, meaning, curiosity, questioning, engaging with the world, etc)
Aesthetic	enriching perception (beauty, balance, form, atmosphere, environment, quality of life, etc)
Self-Actualization	realizing potential (self-fulfillment, growth experiences, strengthening, expanding capacity, etc)
Transcendence	experiencing beyond the self (faith, mystical awareness, ecstasy, passion, sense of peace/ purpose/ value, etc)

Step Two

Brainstorm/research/assemble ideas to **determine YOUR PERSONAL minimum** (can't do without/need at least this/this much) **and maximum** (cannot have more than this/this much) **resources required for health/survival**. Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules in what you **MUST HAVE** and **MUST NOT HAVE** for health/survival.

- **Document** your minimum(s) and maximum(s) in writing.

Step Three

Brainstorm/research/assemble ideas to **create a list** of concrete, specific, tangible, nameable, existing, real **examples** of what you could realistically purchase or could create/produce by **spending** your windfall money on **THIS** objective by June 30:

Access for the rest of your life to at least the minimum resources for YOUR PERSONAL [Biology needs](#).

Step Four

Craft a detailed **Investment Plan** of purchases/spending in a format that gives YOU PERSONALLY the best chance to capture each specific item/investment, conditions for how/how much/through whom your money goes to purchase/invest in each item, rules/steps for applying all \$5 million to **JUST THIS OBJECTIVE**.

- **Document**, save and **SUBMIT** your *Biology Needs Investment Plan* for credit as a sequence assignment by Sunday at midnight.

And, not at all coincidentally, Happy Valentine's Day!

Week 3

You've [close read](#) safety needs in McLeod's discussion of Maslow's [Expanded Hierarchy of Needs](#) and gotten the chance to think deeply about what the category closest to them, biology needs, would look like in practical terms.

Summary of Maslow's Enhanced Hierarchy of Needs (based on Mcleod)	
Biology/Body	requirements for health/survival (air, food, drink, shelter, warmth, sleep, etc)
Safety	protection from harm/threat (security, stability, freedom from fear/anxiety/despair, etc)
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Cognition/Mental	learning (knowledge, understanding, meaning, curiosity, questioning, engaging with the world, etc)
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Self-Actualization	realizing potential (self-fulfillment, growth experiences, strengthening, expanding capacity, etc)
Transcendence	experiencing beyond the self (faith, mystical awareness, ecstasy, passion, sense of peace/ purpose/ value, etc)

This short week,

Step One

Brainstorm/research/assemble ideas to **predict the top 10 most likely real world external threats/dangers to YOUR quality of life/well-being for the next 5 years**. Choose a format for documenting which gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/qualifications defining specific forces, changes, adversaries, obstacles, losses, damages etc you realistically may confront.

- **Document** your top 10 in writing.

Step Two

Brainstorm/research/assemble ideas to **create a list** of concrete, specific, tangible, nameable, existing, real **examples** of what you could realistically purchase or could create/produce by **spending** your windfall money on THIS objective by June 30:

Access to resources needed to protect YOURSELF PERSONALLY from the top 10 threats to YOUR Safety needs.

Step Three

Craft a detailed **Investment Plan** of purchases/spending in a format that gives YOU PERSONALLY the best chance to capture each specific item/investment, conditions for how/how much/through whom your money goes to purchase/invest in each item, rules/steps for applying all \$5 million to JUST *THIS* OBJECTIVE.

- **Document**, save and SUBMIT your *Safety Needs Investment Plan* for credit as a sequence assignment by Sunday at midnight.

Week 4

Monday

We're working through the sequence that culminates in Major Paper 2:

Major Paper 2: *Mental Stimulus* due April 1 by midnight

YOU, the real person YOU, have just landed a windfall of cash—\$5 million—that you, personally must spend by the end of the fiscal year (June 30). Document your reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process for DECIDING **how much money you will invest in what specific ways** and JUSTIFY, using data from your research, **why your investment plan would be effective at meeting the objectives** you set.

So far, you have focused attention on clearly identifying specific investments/purchases that meet objectives I have set. **That work is equivalent to formulating a clear claim (thesis)**. Before continuing with Maslow's categories of needs, we fill in the other dimensions of **college-level claims** through your reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process.

UW Thesis Standards

An **Arguable Thesis** (YOUR "thinking creatively about the wicked problem as well as the solution") to be college-level must attempt ALL of the following aspects:

- CLEAR articulation of **claim** (wording **fits** your intended audience and MATCHES what you actually prove)
- COMPLEX **line of inquiry** to develop (capacity to be full argument—not single or simple claims—with productive other points of view/ gray areas/ counterarguments/ qualifiers)
- SIGNIFICANT **contribution** to a **body of knowledge** (not just discussion, summary, personal response or paraphrase of **what has been read/researched**; proof of something worth consideration by a college-level group of readers—usually in a specific discipline)
- MANAGEABLE **scope** for completion (fits the prompt requirements and assignment parameters given)

For the record—your thesis does NOT have to be

- One sentence
- Placed at the end of the first paragraph
- Inductive (that is, you can progress as you write through proof of several sub-claims that put together equal your thesis instead stating them outright for the reader)

Writing Outcomes (with underlying traits expected in all courses at University of Washington, based on national writing outcomes)

Outcome 1. Compose strategically for a variety of audiences and contexts, both within and outside the university

- 1.1 Writer adapts to different **rhetorical situations** and tools for composing texts.
- 1.2 Writer coordinates, negotiates and experiments with composing for diverse **rhetorical effects** tailored to audiences, purposes and situations.
- 1.3 Writer assesses and articulates rationales for and effects of **composition choices**.

Outcome 2. Work strategically with complex information in order to generate and support inquiry

- 2.1 Writer reads, analyzes and synthesizes a diverse **range of texts** and understands the **situations** in which those texts participate.
- 2.2 Writer employs reading and writing strategies to craft **research questions** that explore and respond to complex ideas and situations.
- 2.3 Writer gathers, evaluates and makes purposeful use of **primary and secondary materials** appropriate for writing goals, audience, genre and context (quoting, paraphrasing, summarizing, referencing).
- 2.4 Writer creates a **"conversation"**—identifying and engaging with meaningful patterns across ideas, texts, experiences and situations.

Outcome 3. Craft complex, inquiry-driven, persuasive arguments that matter

- 3.1 Writer considers, incorporates and responds to **diverse points of view** in developing own **clear, complex, significant and manageable** claims.
- 3.2 Writer engages in **analysis**—close scrutiny and examination of evidence, claims and assumptions—to explore and support the line of inquiry.

3.3 Writer understands and accounts for the **stakes** and **consequences** of arguments for diverse audiences within ongoing conversations and contexts.

Outcome 4. Practice composing as a recursive, collaborative process and develop flexible strategies for revising throughout the composition process

4.1 Writer's revised **conventions, style and language** meet CCSS standards

4.2 Writer demonstrates responsible use of the **MLA [default for Baker's class]** system of documenting sources as appropriate for genre and context.

4.3 Writer engages in a variety of (re)visioning **techniques**: (re)brainstorming, (re)drafting, (re)reading, (re)writing, (re)thinking, editing.

4.4 Writer gives, receives, interprets and incorporates constructive **feedback**.

To go from **clearly identifying** WHAT you would invest in /purchase [which is A LOT to think through and deserves attention all its own] to articulating a **complex, significant and manageable** solution to the Wicked Problem of spending your \$5 mil, it's time to consider **other points of view and counterarguments**. Without finding REAL—not **straw man**—versions of these and taking the time to analyze their data and reasoning against your own, you won't be able to meet the Major Paper requirement to

JUSTIFY using data from your research, **why your investment plan would be effective at meeting the objectives** you set.

ASSIGNMENT: Close read this general audience-targeted text, analyzing its counterargument to the **most basic** claim YOU are making: *spending money will have a positive effect*:

<https://www.businessinsider.com/lottery-winners-lost-everything-2017-8#vivian-nicholson-was-a-clotheshorse-who-couldnt-stop-shopping-19>

I have posted THIS on DISCUSSIONS in Canvas:

What could possibly go wrong?

After seeing how lottery winners experienced **negative** consequences from spending their windfalls in today's reading...

Select information from your Biological and Safety Needs Investment Plans **that you are comfortable sharing with groupmates**, and **take notes** from today's discussion to use in your Major Paper preparation.

1. Take turns describing **one item** on your plan and explaining the **outcome** you expect from purchasing it.

- *Ex: Buying 2 tons of hermetically-sealed Twinkies should ensure that even in the case of disaster, I will have access to enough calories that I can sustain my body's needs and have enough energy to survive—plus, creamy goodness!!*

2. Groupmates play "devil's advocate"—offer up **plausible scenarios** where the investment/purchase fails to achieve the outcome because of inherent attributes/qualities of the item or logical flaws in the cause->effect reasoning. [Zombies are not plausible; violent revolution is. Monsters eating your lunch isn't; being so fatigued you don't eat is]

- *Ex: But if you didn't plan to have a utility knife to break the seal, you wouldn't be able to access the Twinkies; But does the packaging have toxic out-gas in closed spaces? how would you deal with the tooth decay that comes with so much sugar? doesn't your body require other minerals to make energy? what about insulin resistance/diabetes?...*

3. Identify for yourself (from the discussion or otherwise) at least **3 counterclaims or divergent views** to item(s) in your Bio and/or your Safety Needs Plan. Use a search engine (Google, Bing, etc) to find data to support or refute these.

- *Ex: XXBody.com says a human body can sustain itself on sugar and water alone for 3 weeks Max. Urine is 95% water, so...*

Select/assemble a group (can be up to 4) by replying to my post with your answer to #1.

You/your group can complete the DISCUSSION via thread or you can open a CONFERENCE via your GROUPS page to hold your discussion with each other through audio/text chat.

Look for the next step in your sequence work to appear on Wednesday as an ASSIGNMENT.

Wednesday

ASSIGNMENT: Review your two submitted sequence assignments, checking for comments from Baker. **Re-read** these instructions for the assignments you submitted:

Craft a detailed **Investment Plan** of purchases/spending in a format that gives YOU PERSONALLY the best chance to capture **each specific item**/investment, conditions for **how/how much/through whom your money goes** to purchase/invest in each item, **rules/steps** for applying **all \$5 million** to this OBJECTIVE:

Access for the rest of your life to at least the **minimum resources** for YOUR PERSONAL **Biology needs**.

Access to resources needed to protect YOURSELF PERSONALLY from the top 10 threats to YOUR **Safety needs**.

General Feedback: In many cases, responses did not meet the requirements of the prompt (did not specify/name actual items, actual costs, *how* the money would purchase these by June 30); some responses did not demonstrate adequate comprehension of the text that you **close read** (Maslow's categories)—that is, they discussed things outside of the category of Biology needs/Safety needs or even "needs"); others did not demonstrate a line of inquiry progressing through the steps I set out (to brainstorm and refine needs for **health/survival** in the first one, **quality of life/well-being** in the second).

You **have** to read and follow the instructions—submissions that are missing requirements will be scored as *incomplete*, including in the Portfolio. Submissions that do not demonstrate comprehension of the required texts will fail Outcome 2; those that do not demonstrate an attempt at following the set line of inquiry will fail Outcome 1. Having trouble knowing what to do? That's what the **class conferences are dedicated to explaining—come to these** and follow up questions with email/messages to Baker.

Paraphrase your **Biology** *Needs Investment Plan* as a **clear, complex, significant and manageable thesis statement** that meets the requirements of the prompt and demonstrates comprehension and following the line of inquiry. You may use this default format or draft your own wording:

By investing ____ [cited actual costs/amounts]
to **acquiring** ____ [named specific items & quantities]
by purchasing from ____ [named vendor/source]
and/or
funding **access** by means of ____ [specific method—pay salaries to? set up a contract for? create an auto-pay account to?...]
and combining that \$5 mil investment with what I currently own and can use

I expect to be able to **self-sufficiently** (*without ANY future spending*) meet **these minimum requirements** of my biological health/survival: _____ [named needs matching the category].

SUBMIT your paraphrase as today's ASSIGNMENT.

Thursday

Paraphrase your **Safety** *Needs Investment Plan* as a **clear, complex, significant and manageable thesis statement** that meets the requirements of the prompt and demonstrates comprehension and following the line of inquiry. You may use this default format or draft your own wording:

By investing ____ [cited actual costs/amounts]
to **acquiring** ____ [named specific items & quantities]
by purchasing from ____ [named vendor/source]
and/or
funding **access** by means of ____ [specific method—pay salaries to? set up a contract for? create an auto-pay account to?...]
and combining that \$5 mil investment with what I currently own and can use

I expect to be able to **self-sufficiently** (*without ANY future spending*) protect _____ [named needs matching the category] vital to my personal quality of life/well-being **for the next 5 years** from _____ [named external threats].

Then use the **What If? strategy** found on page 28 of

<https://www.cia.gov/static/955180a45afe3f5013772c313b16face/Tradecraft-Primer-apr09.pdf>

to identify a **counterargument, gray area, qualification or other point of view** that adds complexity to your plan to protect ONE NEED (not one *item*—the whole need, like for Biology “for food” not “2 tons of Twinkies”).

Imagine a FUTURE in which a specific type of catastrophic event (a major change to assumed living/environmental conditions in your plan) has occurred—the Pandemic has given you firsthand experience of severe changes in access, movement, health, etc from a global event. You may wish to imagine a different source (besides virus)/different scope (like a local event).

Gather data about PAST occurrences of this type of event, its real life effects on people, lessons learned from it, etc.

With that information, **visualize being PRESENT** during the event, **alone** (and unable to be helped by others) having to manage your life **for 2 weeks** after it begins. What resources would likely be damaged/lost/unavailable/injured?...what materials would you run out of?...need but not have?...need to do differently than before?...not be able to do at all?...have to be able to do?...Consider the “small picture” details—what problems would you face if you were actually living through this (no laundry machines?...heat?...refrigeration?...water unsafe to drink?...unable to use roads?... cut off from supplies?...)

“Think backwards” to TODAY—if you had advanced knowledge that it was going to happen, what would you stock up on, learn to do, store on-site, etc to be able to handle it on your own?

Paraphrase what you conclude from your What If? inquiry are productive **complexities** to add to your thesis statement. You may use this default format or draft your own wording:

To address _____ [specific potential flaws/gaps/issues] in my plan to protect _____ [ONE named need]
as a counterargument/gray area/qualification/other point of view,
I will consider/examine/review _____ [points of judgment about the effectiveness of plan] in justifying my reasoning.

- *Ex: I will review survivors' stories to evaluate the usefulness of martial arts training, years spent in building up an immunity to rare poisons and the long term viability of plastic packaging.*

SUBMIT your paraphrase as today's ASSIGNMENT.

Week 5

Keeping in mind...

General Feedback: In many cases, responses did not meet the requirements of the prompt (did not specify/name actual items, actual costs, *how* the money would purchase these by June 30); some responses did not demonstrate adequate comprehension of the text that you **close read** (Maslow’s categories)—that is, they discussed things outside of the category of Biology needs/Safety needs or even “needs”); others did not demonstrate a line of inquiry progressing through the steps I set out (to brainstorm and refine needs for **health/survival** in the first one, **quality of life/well-being** in the second).

You **have** to read and follow the instructions—submissions that are missing requirements will be scored as *incomplete*, including in the Portfolio. Submissions that do not demonstrate comprehension of the required texts will fail Outcome 2; those that do not demonstrate an attempt at following the set line of inquiry will fail Outcome 1. Having trouble knowing what to do? That’s what the **class conferences are dedicated to explaining—come to these** and follow up questions with email/messages to Baker.

I will be scoring submissions missing requirements INC—so **CLOSE READ/ OD** the instructions below!!

Step One

CLOSE READ McLeod’s discussion of Maslow’s **Expanded Hierarchy of Needs** using its offered information (and additional resources if needed) to **differentiate** between the precise, **operating definitions** of **love needs** and of **esteem needs**.

- **Document** and save your close reading in writing as a resource to use for your work throughout this sequence.

Summary of Maslow’s Enhanced Hierarchy of Needs (based on Mcleod)	
Biology/Body	requirements for health/survival (air, food, drink, shelter, warmth, sleep, etc)
Safety	protection from harm/threat (security, stability, freedom from fear/anxiety/despair, etc)
Love/Belonging	caring relationships (intimacy, trust, acceptance, etc), receiving/giving affection, being part of a group (family, friends, work, etc)
Esteem	positive view of oneself (dignity, achievement, mastery, independence, etc) AND from others (reputation, respect, status, prestige, etc)
Cognition/Mental	learning (knowledge, understanding, meaning, curiosity, questioning, engaging with the world, etc)
Aesthetic	enriching perception (beauty, balance, form, atmosphere, environment, quality of life, etc)
Self-Actualization	realizing potential (self-fulfillment, growth experiences, strengthening, expanding capacity, etc)
Transcendence	experiencing beyond the self (faith, mystical awareness, ecstasy, passion, sense of peace/ purpose/ value, etc)

Step Two

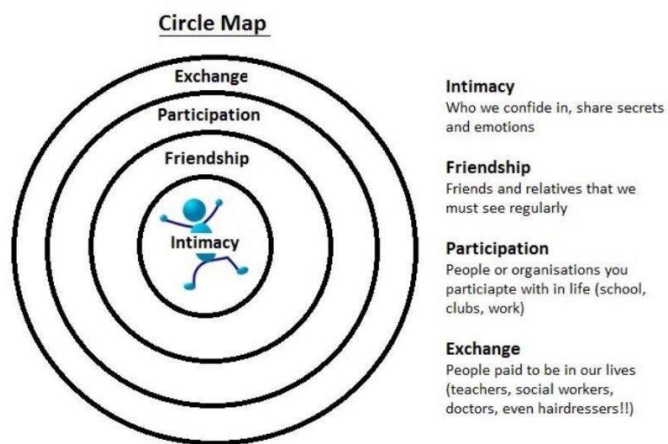
Brainstorm/research/assemble ideas to **map out YOUR PERSONAL external support system**. Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules for how **the beings you love, trust and connect with in positive ways relate to you**. You may wish to consider these example formats:

Support System Superlatives

Take a tip from your high school year book and assign support superlatives to your friends and family. Determine what you need help with and then decide who’s most likely to provide the best assistance. Don’t worry about hurt feelings, these are for your eyes only. Here are a few examples...

1. Most likely to help me pack my loved one’s things.
2. Most likely to watch my children.
3. Most likely to take a day or weekend trip with me.
4. Best listener.
5. Best advice giver.
6. Most likely to not pass judgement.
7. Most understanding.
8. Most likely to help me organize my finances.
9. Most likely to let me sleep on their couch.
10. Most likely to quickly respond in an emergency.
11. Most rational.
12. Most likely to make me laugh.
13. Most likely to help me with home repairs.
14. Most likely to carpool to and from my child’s school and other activities.
15. Most likely to talk with me about my loved one.
16. Most likely to volunteer with me or help me fight a cause in my loved ones honor.
17. Most likely to celebrate my loved ones birthday with me.
18. Most likely to tell me truth.
19. Most likely to notice I’m having a hard time.
20. Most likely to answer the phone at 1 am.
21. Most likely to spend the holidays with me or invite me to spend the holiday with them.
22. Most likely to motivate me.
23. Most likely to exercise with me.
24. Most likely to give me good advice on my opposite sex children.
25. Most likely to still be supportive a year from now.

© What’s Your Grief



<https://whatsyourgrief.com/support-system-superlatives-a-journaling-exercise/>

- **Document** your map in writing.

Step Three

Brainstorm/research/assemble ideas to **map out YOUR PERSONAL internal support system** Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules for **the personal**

habits, actions, strengths, techniques, beliefs YOU rely upon to manage stress, solve problems and find motivation. You may wish to consider descriptors contained in these sources:

- <https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens>
- <https://www.cci.health.wa.gov.au/~media/CCI/Consumer%20Modules/Improving%20Self-Esteem/Improving%20Self-Esteem%20-%2006%20-%20Accepting%20Yourself.pdf>
- <https://positivepsychology.com/self-confidence-self-belief/>

Step Four

Brainstorm/research/assemble ideas to **create a list** of concrete, specific, tangible, nameable, existing, real **examples** of what you could realistically purchase or could create/produce by **spending** your windfall money on THIS objective by June 30:

Celebrate What’s Working for YOUR PERSONAL Love and Esteem Needs AND Improve What’s Not THIS SUMMER.

Step Five

Craft a detailed **Investment Plan** of purchases/spending in a format that gives YOU PERSONALLY the best chance to capture each specific item/investment, conditions for how/how much/through whom your money goes to purchase/invest in each item, rules/steps for applying all \$5 million to JUST THIS OBJECTIVE.

- **Document**, save and SUBMIT your **[Summer of] Love and Esteem Needs Investment Plan** for credit as a sequence assignment by Sunday at midnight.

Week 6

Step One

CLOSE READ McLeod’s discussion of Maslow’s **Expanded Hierarchy of Needs** using its offered information (and additional resources if needed) to **differentiate** between the precise, **operating definitions** of **cognition needs, aesthetic needs, self-actualization needs** and of **transcendence needs**.

- **Document** and save your close reading in writing as a resource to use for your work throughout this sequence.

Summary of Maslow’s Enhanced Hierarchy of Needs (based on Mcleod)	
Biology/Body	requirements for health/survival (air, food, drink, shelter, warmth, sleep, etc)
Safety	protection from harm/threat (security, stability, freedom from fear/anxiety/despair, etc)
Love/Belonging	caring relationships (intimacy, trust, acceptance, etc), receiving/giving affection, being part of a group (family, friends, work, etc)
Esteem	positive view of oneself (dignity, achievement, mastery, independence, etc) AND from others (reputation, respect, status, prestige, etc)
Cognition/Mental	learning (knowledge, understanding, meaning, curiosity, questioning, engaging with the world, etc)
Aesthetic	enriching perception (beauty, balance, form, atmosphere, environment, quality of life, etc)
Self-Actualization	realizing potential (self-fulfillment, growth experiences, strengthening, expanding capacity, etc)
Transcendence	experiencing beyond the self (faith, mystical awareness, ecstasy, passion, sense of peace/ purpose/ value, etc)

Step Two

Brainstorm/research/assemble ideas to **articulate YOUR PERSONAL ideals**. Choose a format for documenting that gives YOU PERSONALLY the best chance to reveal complexities, possibilities, overlaps, gaps, conditions/rules for **what YOU most deeply desire to know, experience, be and feel**.

- **Document** your ideals in writing.

Step Three

Brainstorm/research/assemble ideas to **create a list** of AT LEAST 15 TOTAL concrete, specific, tangible, nameable, existing, real **examples** of what you could purchase or create/produce **to provide/prepare yourself (no one else) for each of these 4 needs**.

- **Document** your *Cognition, Aesthetic, Self-Actualization and Transcendence Needs* **Investment List**.

Step Four

Rank the items in your combined list according to value/importance/impact for YOU PERSONALLY.

Step Five

Compose an explanation for each of your top 10 items—what value/importance they hold for you, what need(s) they are intended to fulfill/support, how they justifiably fulfill them and why YOU PERSONALLY prefer/desire them (more than other options for the same need).

- **Document** your **[MeTopia] Explanations**.
- **SUBMIT** your *Cognition, Aesthetic, Self-Actualization and Transcendence Needs* **Investment List**, **ranked**, and **your 10 explanations** for credit as a sequence assignment by Sunday at midnight.

Next up: we convert your focused sequence assignment to a plan and draft for your Major Paper, due April 1.

Week 7-8

Major Paper 2: *Mental Stimulus* due April 4 by midnight

YOU, the real person YOU, have just landed a windfall of cash—\$5 million—that *you, personally* must spend by the end of the fiscal year (June 30). Document your reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting-over-going back-going forward process for DECIDING **how much money you will invest in what specific ways** and JUSTIFY, using data from your research, **why your investment plan would be effective at meeting the objectives** you set.

The grade for your final MP2 is a heavily weighted sequence grade. How will it be scored?

Outcome 1. Compose strategically for a variety of audiences and contexts, both within and outside the university

1.1 Writer adapts to different **rhetorical situations** and tools for composing texts.

Baker: Components of assignment are ALL attempted (nitty-gritty details, objectives/effects claims, analyses of source data, reasoning to justify choices); adheres to assignment rules (see below)

1.2 Writer coordinates, negotiates and experiments with composing for diverse **rhetorical effects** tailored to audiences, purposes and situations.

Baker: File format chosen must be readable by Turnitin.com; text must signal all components adequately for Baker to recognize (*annual reports* by nonprofits are useful example text formats)

Outcome 2. Work strategically with complex information in order to generate and support inquiry

2.1 Writer reads, analyzes and synthesizes a diverse **range of texts** and understands the **situations** in which those texts participate.

Baker: Cites sources for and applies **precise** definitions of Maslow's *Expanded Hierarchy of Needs* categories; accurately quotes/paraphrases [McLeod](#); accurately quotes/paraphrases **2 or more additional academic/professional** sources about the hierarchy)

2.2 Writer employs reading and writing strategies to craft **research questions** that explore and respond to complex ideas and situations.

Baker: Investment plan details

- cited costs, amounts/durations of spending, specific item names, quantities, actual vendor/source **for ALL purchases**;
- funding amounts for specific salaried positions/titles, specific facilities, project operations costs, specific materials costs, insurance/regulatory compliance costs **to support ALL ventures**;
- named contractor and specs for specific materials, hours of labor/salary, insurance/regulatory compliance, other fees **to complete ALL commissions**;
- named organization and specific instructions for specific use of funds, citing actual operating/administrative/regulatory costs, direct-to-client/ -vendors/ -workers payment amounts **for ALL donations**.

2.3 Writer gathers, evaluates and makes purposeful use of **primary and secondary materials** appropriate for writing goals, audience, genre and context (quoting, paraphrasing, summarizing, referencing).

Baker: In addition to sources on Maslow above (2.1); citations of **5 or more academic/professional sources** containing **data on the actual EFFECTS of real world example** projects, ventures, commissions, donations, programs, investments, purchases salient to your investment plan.

2.4 Writer creates a "**conversation**"—identifying and engaging with meaningful patterns across ideas, texts, experiences and situations.

Baker: Articulates relationships between SELF, OBJECTIVES and DATA taken from cited sources.

Outcome 3. Craft complex, inquiry-driven, persuasive arguments that matter

3.1 Writer considers, incorporates and responds to **diverse points of view** in developing own **clear, complex, significant and manageable** claims.

Baker: Identifies

- specific **objectives**/effects targeted, precise **needs** addressed, **justification** for **choices** made
- 1 or more viable counterarguments, gray areas, qualifiers, other points of view to address 1 or more plausible flaws, gaps, issues, weaknesses of choices made to achieve objectives

3.2 Writer engages in **analysis**—close scrutiny and examination of evidence, claims and assumptions—to explore and support the line of inquiry.

Baker: Includes YOU

- explaining the intended meaning/application of terms (especially general/broad terms) you use to prevent misunderstanding by Baker
- interpreting the meaning/application of Maslow-based terms, terms from Baker's assignment and non-Maslow data from academic/professional sources you cite
- reasoning through the intended cause/effect steps for investments planned (how/why the \$ would work)
- evaluating the likely effectiveness of investments planned versus alternatives (how/why it would work better) for objectives

3.3 Writer understands and accounts for the **stakes and consequences** of arguments for diverse audiences within ongoing conversations and contexts.

Baker: While the investment plan is personal in ideas and motivation, the draft Paper lays out for a public audience the significance for YOU of taking on the assignment's wicked problem (introduction) and the significance for YOU of having reached a solution (conclusion).

Outcome 4. Practice composing as a recursive, collaborative process and develop flexible strategies for revising throughout the composition process

4.1 Writer's revised **conventions, style and language** meet CCSS standards

Baker: Draft must be proofread/spellchecked

4.2 Writer demonstrates responsible use of the [MLA](#) [default for Baker's class] system of documenting sources as appropriate for genre and context.
 Baker: All quotations, paraphrases and materials must have source citation; must have works cited including all cited sources.

Rules

- 1. YOU** must spend **ALL** \$5 million in the next ~3 months. **No proxies** (can't transfer to someone else the power to decide HOW it is spent—no monetary gifts, stock buys, *unrestricted* donations, etc); **no deferrals** (can't purchase insurance, savings, currency, etc that can "pay you back" later). *Restricted* donations can be made (must include specific purposes for how/how much money is spent on what, when); capital investment is allowed (funds must be expended on specified costs of the venture, commission or project).

NO: "Donate \$X to/Buy for \$X/Invest \$X in Philly Flyers' Mascot Gritty to support their work."
 YES: "Pay \$X to Gritty to conduct 10 sessions of empowerment training for victims of school bullying @ _ cost for..."

- 2.** At least **3 distinct** (not overlapping) **objectives**—each must be **time-bound** (specify by *when/for how long*), **measurable** (specify *level* of achievement) and **targeted** (define the achievement/result)

Model: **Access for the rest of your life to at least the minimum resources necessary for your body's physical survival.**

- 3.** Purchase plan must be **feasible**—document that each item/funding target is **currently available and plausibly allowed** for the investment, costs, etc you plan.

NO: Buy a country in the United Nations; Purchase all the parking spots at JHS; Change the name of Mill Creek to MC-Hood; Invest in Martian real estate;
 NO: Pay geniuses to do my schoolwork so I graduate from college July 1st; Fix _ about climate change; End racism with _; Develop teleporting

I sent an email to you regarding conference times you can sign up for. On MARCH 29 and 31 I'll hold whole class Q n A sessions during class time. And on April 1 I will send you the scoring notes for your Fall Major Paper and let you know the Portfolio requirements for it.

Week 9

A great model format for your Major Paper:
 Everett Public Schools Foundation Annual Report. https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-115348/AnnualReport2019_VWEB.pdf%20corrected%20draft..pdf

By April 1, in the INBOX on Canvas, you will get a message from me with the scoring notes for your Fall Major Paper 1.

What are the Portfolio's "**Spring Requirements**" for your Major Paper 1?

In addition to the requirements in Fall, you must **ALSO**:

- In the **introduction**, if you do not already include them, lay out **PERSONAL stakes** (why asking the question "Is what students are told by educators about getting in and getting through college accurate?" MATTERS).
- In the **argumentation**, if you do not already include it, integrate a **PERSONAL experience or firsthand observation** to support your argument (is not cited, since you/your life is not a source—but summarizing, paraphrasing or explaining it is EVIDENCE).
- In your **conclusion**, if you do not already include it, identify at least one **PERSONAL implicated next-step, action or change** (what YOU will/did do with the information you presented).

Oh, yeah...those **Fall Requirements** your Portfolio MP1 has to meet? **Check out the Major Paper 1 PAGE (click PAGES...then the View All Pages button in Canvas).**

In my scoring comments you'll see:

name	Outstanding	Strong	Good	Acceptable	Inadequate	INC/MI/LATE	

The 4.2, 4.1, 3.3, 2.3, etc are the traits.

If you see an x—like 4.x—it means all of the traits for that outcome. Sometimes I was lazy and I put 3.3 in one category and then 3.x in another—that means all of the Outcome 3 traits are in the second category, except for 3.3, which is in the first one.

Week 10

Major Paper 3: *Subversive Paradigm* due May 31 by midnight

UW's mission is, in part, to "discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world." Use the reading-writing-thinking-discussing-researching-questioning-drafting-rethinking-starting over-going back-going forward process of composing to IDENTIFY a testable **potential "misconception/myth" related to your Major** and FORMALLY PROPOSE **real world actions to disprove/correct understanding** using the **Grant Application and the criteria for [National Institutes of Health R03 Grant Proposal](#)**.

Sequence assignments leading up to the final submission of MP3 structure wicked design steps. Design includes researching and evaluating sources of data, project/test models, specific locations, times, materials, participants, estimated costs, permissions, etc and using guides to successfully compose

- an **abstract** describing the misconception/myth, its significance to/ negative impact on your field
- a **literature review** summarizing and evaluating 5 academic/professional sources of data for hypothesis ["truth"] and **method** for testing/mitigating understanding
- a **rationale** for and the **feasibility** of a new, specific, manageable project to mitigate understanding
- the project's **timeline, sequence of actions, resources utilized** and **personnel involved**, describing its unique features/ innovation (how it is different than what has already been done), its estimated **costs** and justification of the **results** expected from the project's implementation
- description of **significant risks/ difficulties** to the project's efficacy—including alternate plan/alternatives for the most significant risks/difficulties

ASSIGNMENT FOR THE WEEK: Review the **Grant Application**. Skim and then select a category from the **Class Readings**. (Both are linked in today's assignment or click Pages then the View All Pages button to open up the page for Major Paper 3). **Read and record** in your notes **where and how information in the class readings relates to** possible Major Paper 3s you might consider.

Major Paper 3 Class Readings

You'll find the readings listed below on a shared Google Drive folder:

https://drive.google.com/drive/folders/1kO325_hhafoLNt7oHhQvneCbwnRn4Ugi?usp=sharing

Step One:

Skim through the categories and their readings until you find one that you think will be productive for your Major Paper 3 planning—and be engaging enough to invest time in reading.

Step Two:

This week—read, highlight/take notes to mark WHERE in the readings you see ideas relevant to MP3.

In your Major Paper 3, you'll be citing passages/material from the readings!

Academic Mislingualism

Kornei
Eubanks and Schaeffer
Williams

Medical Research is WRONG!

Bohannon (2013)
Freedman

Economists Suck at Math!

Kochkodin
Cassidy

Fun with Statistics!

Wolchover
Rosenberg

The 3 Rs of School?

NASEM
MMWR

The *Other* Tech Race

Marketplace Tech
Caliskan et al.

The Office (functional)

Engeström
Vedantam et al.

Tales of Storytelling

Bohannon (1966)
Martin

Algorithm Bias

boyd and Crawford
Lynch
Ball

Who Needs Data?

Cook
Michaels and Monforton

No Physician Is Racist?!?

Williams et al.
Love
Evans et al.

Free Govt Money!

Hasdell
Looney and Yannelis
Jardim et al.

Docs Make Them SICK

Michaels and Monforton
Vedantam
Neergaard et al.

Ethical Capitalism?

Pequenez
Lazzarini
Hsieh

Group Thinking?

Theobald et al.
Ambridge
Relihan

STEM'd in It!

Leslie et al.
Wang

Week 11 (hybrid learning model begins)**Class days (incl. Weds) until **MP3 deadline**, May 31: **18****

May 1 deadline to request co-application approval (see Grant Application #5)

Model Major Paper 3 Analysis

Bennett et al. 2009 is an actual, published research project presented as a poster at a research conference.

SEQUENCE ASSIGNMENT: **Read it [here](#). Then, reverse-engineer the following RESEARCH PROPOSAL items for today's model—**

1. The **myth/misconception** it is disproving/the "correct" understanding it is promoting.
2. The **negative impact** of the myth/misconception *on the authors' fields*.
3. Myth's **negative impact on the public** and **potential positive impact** of disproving it.
4. Outline of the **actions/experiment** the authors undertake and their **aims**.
5. The **resources and personnel** required for the actions/experiment.
6. [*Quick websearching required*] **estimated costs** of resources and personnel for the specific steps.
7. **Rationale** for why the actions/experiment effectively disprove the myth/misconception.

8. [Inferring required] What **relevant patterns of data** in UNCITED sources justify the project?
9. [Inferring required] What **risks/difficulties** threaten implementation, processing, publication?

OPTIONAL: Read the backstory on Bennett et al. 2009 [here](#). It's even funnier—and more inspiring—than the Poster itself.

Topics of previous student projects:

- Does knowledge/awareness of nutrition change people's eating behavior?
- Do retail stores' staff affect customers' choice of purchases?
- Does personality test profiling accurately fit the roles of members of an existing work group?
- Do popular personal trainers' programs match best practices?

Writing Process Suggestions—

If you're myth-finding—try looking at the Google auto-fill completions of questions like

- “Can I X [eat/drink/sleep/exercise/study/practice...] only Y [protein/soda/2 hours/1 hour/chemistry/layups....]?”
- “Will X [action/substance] do Y [effect]?”
- “Do X [doctors/teachers/police/troops/diabetics...] really have to X...”
- Is it true that Y...
- What happens if I X...

Try websearching

- “myths about X [topic]...”
- “misunderstandings about Y [field/specialty]”
- “what you need to know about X/Y”

*the result sites are possible [sources](#) to document in your Major Paper (for *Rationale*—see Grant Application #9) that the myth is actually believed—so collect the URLs for citing later.

Having trouble coming up with ideas for this? Email/ message Baker for a consult!

If you've got a myth/misunderstanding idea—collect your 3 documented instances NOW (for *Rationale* in MP3—see Grant Application #9).

Then—research credible [sources](#) of evidence for the CORRECT understanding (needed for #9, too).

Having trouble finding/accessing sources for CORRECT? Email/ message Baker for a consult!

If you've got your myth and "correct" understanding sources—draft CLEAR wording of them to double check with Baker.

____ [misconception] is believed/demonstrated by _____, as seen in ____ [3 cases].

____ [CORRECT understanding] is validated by _____ [sources] in ____ field/specialty, which are [credible](#) because _____.

The misconception may/did cause _____ negative impact(s) according to ____ [sources].

(for *Abstract* in MP3—see Grant Application #8)

Having trouble with wording? Email/ message Baker for a consult!

If you've got your wording of the above—research models for disproving/correcting it. When you've found one that seems adaptable for you, take notes on the steps, resources, personnel, costs, timing, etc. **Then**—evaluate the strengths and weaknesses (for *Lit Review* in MP3—see Grant Application #10) and note ideas for improving/adapting the model (for *Rationale* in MP3—see Grant Application #9).

Having trouble finding models? Email/ message Baker for a consult!

If you've got a model to innovate/adapt as your method—for *the limits of this grant proposal* (1 year/\$50K), draft specific steps, resources, personnel of actions/experiment; be sure to keep notes on possible difficulties/risks and how an alternate plan could address them. **Then**—draft the budget to account for all costs. (for *Plan* in MP3—see Grant Application #7).

Questions about the timeline, budget, alternate plan? Email/ message Baker for a consult!

If you've got all that, what's left?—TRIPLE CHECK the assignment requirements and draft your application wording for each required component of the Project's

- Timeline
- Budget
- Alternate Plan of Action
- Abstract
- Rationale
- Literature Review
- Works Cited including required Class Readings, model evaluation sources and data sources.

(ALL parts of Grant Application #7-#10 must be attempted in the draft you **submit by midnight on May 31** or you will not receive feedback)

FLASHBACK TO SOURCES and CREDIBILITY...

What are "appropriate" *academic/professional* sources?

Academic/professional "level" sources are **NOT** categorized as such based on reading level or difficulty (like elementary-level reading, for example), but on their *credibility for use* in academic or professional contexts. If DATA in the source wouldn't "count" to a professor, researcher, regulator or investor in YOUR field, [quotations, paraphrases or excerpts](#) from it would NOT be appropriate for formal writing. **This is always a judgment call**; but, judge carefully: your choice of sources of evidence will be seen as a test of YOUR readiness to be in the field!

The credibility of a **publisher/publication**—the organization that created and distributed the **source** (check *About Us* on websites, usually at the very bottom or as a separate tab)—is often used as a short-cut to evaluate the credibility of the source itself (especially if there is no author or the author is not credentialed). A publisher's reputation *may* help you establish the credibility of a source from which you wish to use evidence; other times the publisher's reputation may be neutral or even negative for credibility (if a famous person is quoted irresponsibly in a blog, for example). **YOU are responsible for framing the credibility of the source of your writing's evidence for your audience.**

A well-constructed mnemonic for establishing **credibility** is here:

	To justify its appropriateness/credibility, YOU explain
C onsistency	how well the source aligns with the majority, mainstream, accepted or other measure of the body of knowledge about the subject
R eputation	the track record, status in field of the source/source's creator(s)
A bility to Perceive	creator's direct, indirect, second-hand, research, inferential or access used to "know" all, some, a particular perspective or view of the subject
V ested Interest	any reasonable reward or punishment the creator is likely to face regarding the subject and context
E xpertise	specialized knowledge/skill/experience/credential of the creator(s) regarding the subject
N eutrality	level of impartiality/bias of the source/creator(s) toward the subject and context

How do you know what YOUR field accepts as credible kinds of sources for its evidence? Read what's cited in academic stuff from it! (Remember that sequence work where you found research articles, etc? That's a place to start.)

There are 3 categories of sources for formal writing:

Primary sources: *first person*-reported data (in many types: interview, study findings, director's commentary on DVD, on- scene reporting of events, press conference statements, court testimony, etc) **that stands alone** (as a transcript, recording) **or exists within a source** that contains other elements (surveillance video in a documentary or report, for example); an *original* work of any kind (book, song, film, dance performance, play, speech, mission statement, etc). Evidence from a primary source is "*directly* from" the person, the researcher, the artist, etc.

YOU ANALYZE data from a primary source to prove something happened, was believed, was created, etc. Treat primary sources like eye-witnesses you call to the stand to gather data on WHO, WHAT, WHERE, WHEN. A primary source may not be very complex, formal nor clear (think of tweets or interviews on talk shows, for example). **YOU are responsible for establishing the significance of your "witnesses" (that is, their relevance/appropriateness) as "proof" for your audience.**

Secondary sources: a creator's discussion/analysis of other sources/others' data. These represent the subject *secondhand* to its audience (review, feature article in a newspaper, retrospective, report). Treat secondary sources as experts you call to the stand to offer *their* analysis of data (HOW, WHY) for the jury to judge. Secondary sources, if they are credible, need not be formal in style.

[Quotes, paraphrases or excerpts](#) from secondary source author(s) NEVER **replace your own analysis** in argumentative writing. To be effective argumentation, your secondary sources should contribute "proof" *you* could not offer easily yourself, not do YOUR arguing for you. **YOU are responsible for establishing the reliability and accuracy of the analysis by such "experts" for your audience.**

Tertiary sources: resources that are not primary data nor secondary analysis but "intended as a [condensed] **compilation** of other sources' info on a topic." Dictionaries, encyclopedias, timelines, etc are all tertiary. They are often necessary or productive to use in formal writing to [establish credibility](#) or specify [warrants](#) (like background on a referenced person, place, event, etc, or actual details of a definition/law/process).

[Quotes, paraphrases and excerpts](#) from tertiary sources **do NOT qualify as DATA!** Their content does not qualify as **secondary source evidence** to substantiate claims *you* are arguing in formal writing. But, you can use tertiary sources for **definitions, dates, etc.** You **MUST** cite tertiary sources when info you took from them appears in your writing [in-text](#) AND list it in [works cited](#).

In formal academic/professional writing and research, tertiary **sources designed to aid *students'* understanding—study guides, text summaries, etc—are NEVER appropriate for use as info or data in your writing;** by definition study aids compile information for a purpose less sophisticated than and context contradictory to formal, college-level academic audiences and contexts. These aids might be part of YOUR planning/research strategies—because they help YOU understand—but they cannot be incorporated into your product for academic/professional writing.