

Fulton, David

Engl120 – Fall 2017

Fulton

8 September 8, 2017

Essay 1 – Summarizing two articles (WORKING TITLE ONLY)

Introductory Paragraph (PART B DRAFT)

In the article, “At Risk,” the author, Jordan Imani Keith discusses the ways in which the term “at risk” are used to designate and stigmatize young urban people. [INTRO SIGNAL PHRASE] In addition, Keith also compares this use of the term to the way in which it used when discussing “at risk” wildlife. First, Keith observes that a population of salmon, the chinook, are considered an at risk population. The salmon receive protection under the Endangered Species Act. This entails assuring that human waste does not impact or pollute the water. By contrast, an “at risk” urban youth does not receive the same kind of protection as their wildlife counterparts. There is no governmental agency or legislative act like the ESA to help maintain the urban youth’s environment. In fact, Keith notes that term “at risk” labels that population negatively. [PARAPHRASE OF MAIN POINTS] (149-150) [CITATION] [INTERPRETATION OF THE MAIN POINTS] What this means is Keith is noting the discrepancy between how society and its government cares for vulnerable human population and the way it cares for vulnerable species in the wild. There appears to be a stigma attached to at risk youth, and this label tends to follow them throughout life; restricting their opportunities. In a sense, urban youth are ignored. Meanwhile, endangered wildlife is given the maximum amount of governmental protection and care.

In addition, Keith also discusses another term which can have multiple meanings. In her article, “Desegregating Wilderness” the author breaks down how the term “desegregation” is used in a political sense as well as to describe the way we try to protect wild nature. For example, Keith notes that in terms of civil rights, desegregation is viewed as a positive development. The Civil Rights Act of 1964 ended decades of racial discrimination against African-Americans. Coincidentally, 1964 was also the year that the Wilderness Act was passed which essentially “segregated” wild nature from human activity in an attempt to protect wildlife. (151-152) In comparing these two laws, Keith is underscoring how on the one hand, America has progressed socially while at the same time – perhaps unintentionally – restricted access to wild nature for millions of working class (often African-American) individuals. In general, a working class individual cannot be expected to have the time or resources to experience nature. Whereas more privileged classes, living in suburban zones, have much more access to nature due to their social status. Thus, in effect, segregation continues in practice, if not the law.

Conclusion (PART B DRAFT)

Works Cited (PART B DRAFT)

When to use quotation marks

1. *When you are direct quoting*
2. *When you are indicating the title of an article*
3. *When you want to interrogate a term or phrase*
4. *When you are being ironic INFORMAL*

*This is a two-part essay process. We will begin by constructing our summaries of the two articles in **Part A**. And we will create a **Works Cited** page. In **Part B** we will begin our analysis paragraphs as well as construct an introduction and a conclusion. This process will take about 2 weeks.*

Part A: Summarizing two articles

First body paragraph: Summarize Jourdan Imani Keith’s article “At Risk.” Begin with a **partial signal phrase** to introduce the article. Then provide a summary of the main points in the article. DO NOT include direct quotes in this paragraph. End with an **in-text citation**.

Second body paragraph: Summarize Keith’s article “Desegregating Wilderness.” Begin with a **transitional phrase** followed by a **partial signal phrase** to introduce the article. Then provide a summary of the main points in the article. DO NOT include direct quotes in this paragraph. End with an **in-text citation**.

Guidelines:

Minimum Length: 1.5 double spaced pages.

Summary Draft Due: MONDAY, March 6 (Beginning of class)

Terminology:

Signal Phrase: How we introduce an article. There are two kinds:

1. Full or Introductory Signal Phrase: Author’s full name + “Title” + Type of writing + Purpose

[type] [“title”] [author] [purpose]
In the play “Romeo and Juliet” by William Shakespeare, the author portrays the tragic love story of two teenagers from warring families

2. Partial signal phrase: Author’s last name + “Title” + Purpose

[“title”] [author] [purpose]
In “Romeo and Juliet” Shakespeare often uses poetic language to underscore the passion of the love affair as well as the tension between the families.

Transitional Phrase: A short phrase to link a paragraph to the previous paragraph. Since we are essentially comparing two articles, consider using: **similarly, in addition, additionally, in like manner, likewise, in a similar fashion**

In-text Citation: At the end of each summary paragraph, include the full page space of the article you just summarized between round parenthesis like this ----> (101 – 105).

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Essay 1 – Summary analysis

Guidelines:

Minimum Length: 1.5 double spaced pages.
Summary Draft Due: MONDAY, September 18
(Beginning of class) BRING 4 copies to class for
peer review session.

Part B: Analysis of two articles w/quotes

Introductory paragraph: This is where you set up your discussion and tell the reader what the essay will be about. You want to establish some of the background and reason for the discussion. Begin by introducing the two articles you will be summarizing using a **full introductory signal phrase** The introduction is where the **Thesis Statement** is located. Usually (but not always), the thesis the last sentence of the paragraphs. LENGTH: 25 – 50% of a double-spaced page. NO LONGER!

The *Thesis statement* should respond to the following question: **In what ways does Keith connect the study of nature to issues of race?**

Third Body Paragraph:

Topic sentence:

Answer the following question:

Why does Keith provide different definitions for “at risk”

Evidence 1: Modified partial signal phrase + “Quote” + (citation)

Interpretation of Quote (minimum of 3 sentences)

Evidence 2: Modified partial signal phrase + “Quote” + (citation)

Interpretation of Quote (minimum of 3 sentences)

Fourth Body Paragraph:

Topic sentence:

Answer the following question:

How are the two types of segregation related in “Desegregating Wilderness”?

Evidence 1: Modified partial signal phrase + “Quote” + (citation)

Interpretation of Quote (minimum of 3 sentences)

Evidence 2: Modified partial signal phrase + “Quote” + (citation)

Interpretation of Quote (minimum of 3 sentences)

Conclusion: Bring your discussion to a close. DO NOT introduce new topics or questions. Reiterate your thesis statement.

Works Cited: On a separate page. We will put this together in lab

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Essay 1 – Summary analysis

Part C: FINAL Draft

Your final draft needs to adhere to the following format:

Original Title (*not* “Essay 1”)

REVISED Introduction

Body Paragraph #1 : REVISED Summary of “At Risk”

Body Paragraph #2 : REVISED Summary of “Desegregating Wilderness”

Body Paragraph #3: REVISED Analysis of “At Risk”

Body Paragraph #4 : REVISED Analysis of “Desegregating Wilderness”

Conclusion

Works Cited (on its own page)

Guidelines:

- **Double-Spaced**
- **12 point font**
- **1” margins (left, right, top, bottom)**
- **Proper heading – Upper left hand corner (FIRST PAGE ONLY)**
- **Page numbers – Upper right hand corner**
- **STAPLED!!!! (No essay will be accepted without a staple)**

FINAL DRAFT Due: MONDAY, March 20 (Beginning of class)

- **No late submissions accepted**
- **No Emailed submissions accepted**
- **Essays receiving grades of C+ or lower are eligible for post-grade revision**
- **Your Part B draft was marked ONLY for content. It is your responsibility to proofread and edit for grammar, usage, spelling, and punctuation.**
- **The Learning Center offers writing assistance. Please make use of this valuable resource:**

818-240-1000 Ext. 5333 AD 232

Spring 2017 Hours

Monday - Thursday 8:00 AM - 7:30 PM

Friday 8:00 AM - 2:00 PM
Saturday 10:00 AM - 1:00PM

We know what it means to “summarize”.... Take an author’s main points and break them down into paraphrases

What does it mean to “analyze”?

“At Risk” – page (149-150)

The spring chinook populations in the watersheds around Route 20 are labeled “at-risk populations” when the Forest Service discusses road analysis in the Methow River subbasin and its watersheds. They are protected under the Endangered Species Act. Protecting an endangered species means changing the practices in an entire ecosystem to safeguard their survival. It means managing the loss of their habitat, the turbidity of their waters, the surface water runoff from the streets that threatens them, and the effluents from the wastewater that disrupt their endocrine systems and, if unchecked, will cause their extinction

* Main points to be used in summary and/or to be directly quoted for analysis

Moving from summary to analysis using metaphor

Literal (required for summary)

'lidərəl, 'litrəl/

adjective

adjective: **literal**;

1.

Taking words in their usual or most basic sense without **metaphor** or allegory.

1. What is this passage saying LITERALLY?

“IF/THEN...” “IF x doesn’t happen, the result will be y.”

Set up of situation: There an endangered salmon population. A population that is “at risk.” Government regulation derived from the Endangered Species Act safeguards these populations. Without these regulations, the salmon population would go extinct.

Chinook Salmon = are **REPRESENTATIVE** of endangered or at risk species. The specifics of the fish are of less importance. She could have discussed any endangered animal or plant.

Moving from summary to analysis using metaphor

Metaphor

'medə ,fôr, 'medə ,fər/

Word origin: **METAPHORA** “metaphora” = Greek → “to move or transfer”

noun

2. a thing regarded as **representative** or symbolic of something else, especially something abstract.

2. What is metaphoric or representative in the passage?

“Transfer”: Endangered Salmon

→ Endangered species *in general*

→ “at risk” youth

However, there's a difference....

Salmon = government protection

At risk youth = ???

Moving from summary to analysis using metaphor

Why does Keith provide different definitions for “at risk”?

[Answer = Topic sentence]

Evidence 1: Modified partial signal phrase + “Quote” [WORDS FROM THE ARTICLE] + (citation)

In her article, Keith notes that, “despite my comfort, I am acutely aware that I am

at risk: Black. Woman. Alone. Camping. ● ● ● I need protection” (149).

[*Ellipsis* ... to omit words and phrases unnecessary to the evidence. MUST NOT change the original meaning]

Interpretation of Quote *what does the author mean by the quote AND how does it relate to the TS ????(minimum of 3 sentences)*

1. What Keith is suggesting by this is that she herself is vulnerable.
[CLARIFICATION – similar to a paraphrase]
2. Being of an ethnic minority, a less-than-fully emancipated gender, and without the safety that comes with having compatriots while in the wilderness, she realizes that her existence is precarious. [BRIDGE]
3. This piece of self awareness suggests just one of the ways in which she defines being “at risk.” [TOPIC SENTENCE LINK]

Moving from summary to analysis using metaphor

Evidence 2: Modified partial signal phrase + “Quote” + (citation)

START WITH TRANSITION: Keith further observes that “the spring chinook population in the watersheds ... are labeled ‘at risk populations’ They are protected under the Endangered Species Act.” (149),

Interpretation of Quote (minimum of 3 sentences)

This quotation shows that the wildlife in the natural environment, specifically the salmon population, has been given a label by the government as being endangered. The government is in charge of protecting flora and fauna on public lands. This further elaborates on Keith’s defining of vulnerable populations, and she is essentially associating her own sense of “at risk” with that of the wildlife.

Keith uses the phrase “at risk” in two different ways. Describe the two distinct definitions for the term. In your description, include two short quotations from the article.

At risk = urban youth (at risk violence, poverty, unemployment)

- Less societal concern
- Sense of separation between larger society and the urban centers

At Risk = wilderness (pollution, animals endangered, loss of habitat)+

- Society actually does something about “at risk” wilderness (laws and regulations)
- Public awareness

2. Keith mentions two laws that were passed in 1964, the **Civil Rights Act** and the **Wilderness Act**. How does she **relate these two seemingly dissimilar laws in her article?** In your discussion, include two short quotations from the article.

- Segregation: 1. Ethnic segregation (white and black facilities – public restrooms, lunch counters, theaters, schools, bus seating, etc.) post – civil war → mid 1960s (negative)
- Segregation: 2. Wildlife (forest, waterways – oceans, rivers, streams, rain forest) protect the natural environment from people (positive)
 1. Keith → critical of segregating wilderness because it restricts access to those resources due to economic factors

Essay 1 – Analysis Building

Why does Keith provide different definitions for “at risk”?

Your answer to this question will be the **topic sentence**. The TS will be the first sentence of the analysis BP.

Keith provides different definitions of the term “at risk” in order to _____

_____. [1-2 clarifying sentences to lead into the evidence]. → set up the quote using MPSP First, Keith notes that “_____

_____” (pg #). → Interpretation of evidence. What the author means by this is [1] _____ . [2] _____

_____ . [3] _____

_____ . → In addition, Keith further observes that “_____

_____” (pg #). → Interpretation of evidence.

[1] _____ . [2] _____

_____ . [3] _____

_____ [4] _____ . → Finally, Keith argues that “_____

_____” (pg #) [1] _____ .

[2] _____ .

[3] _____

_____ .

[TOPIC SENTENCE W/TRANSITION] → Furthermore, Keith goes on to discuss variations of the use of the term “segregation” in “Desegregating Wilderness.” As mentioned earlier, the author is attempting to show the overlap between the political use of term and its use in wilderness protection. [EVIDENCE SET-UP] → To begin, Keith describes the Civil Rights Act of 1964 as requiring “the desegregation of public accommodations including ... camping areas and ... areas assigned to ‘colored’ people in our national parks.” (151-152) [SETTING UP INTERPRETATION] → [EVIDENCE SET-UP] → Next, the author further explains that “the Wilderness Act protected large areas that would have been lost without laws in place to stop people from dominating every landscape.” (Keith 152). [SETTING UP INTERPRETATION] → [EVIDENCE SET UP] → Finally, Keith argues that “segregating wilderness from people creates permission to ... devalue the landscape where people are allowed to ‘remain’ while falsely defining the remote landscape as ‘pristine.’ Desegregating the wilderness requires ... the reintegration of nearby wilderness where people live.” (152) [SETTING UP INTERPRETATION] → Keith is noting the problem with segregating wilderness is that it separates wild nature from urban centers. The cities are where people actually live. If they are to experience nature, they must go to it. Access is not necessarily available to everyone, especially those living on substandard wages, working multiple jobs, and who have to rely on public transportation. So, in effect, working class urban populations – disproportionately represented by poor Blacks and Latinos young people, continue to experience a form of segregation.

EDITING QUOTES – RULES

1. Do not change the intended meaning
2. Maintain the grammar

1. Pg 151-152 The Civil Rights Act required the desegregation of our public accommodations including the “separate but equal” facilities, camping areas, and outdoor eating areas assigned to “colored” people in our national parks
 - i. *Desegregation of private and public spaces is a good thing. The intention is to provide social justice and strengthen equality in the society.*
2. Pg 152 - The Wilderness Act protected large areas that would have been lost without laws in place to stop people from dominating every landscape.
 - i. *Segregating wilderness is also intended to be a good thing. Keeping people from overwhelming natural spaces and delicate ecosystems is a worthwhile goal. We might call this “environmental justice.”*
3. Pg 152 - Segregating wilderness from people creates permission to deforest and devalue the landscape where people are allowed to “remain” while falsely defining the remote landscape as “pristine.” Desegregating the wilderness requires not only the laws that forbid discrimination but also the reintegration of nearby wilderness where people live.
 - i. The problem with segregating wilderness is that it separates wild nature from urban centers. The cities are where people actually live. If they are to experience nature, they must go to it. Access is not necessarily available to everyone, especially those living on substandard wages, working multiple jobs, and who have to rely on public transportation. So, in effect, working class urban populations – disproportionately represented by poor Blacks and Latinos young people, continue to experience a form of segregation.

