

### **Unit 1 – Response and Analysis – due Wed Sept. 25**

Drawing from the readings from Unit 1 (choose as many as you'd like, or just work with one of them), write a response that captures your understanding and your response to these readings. Your response can be creative—if you would like to write in a less traditional format (a quick story, a poem, a song, a rant, a digital format), that is okay. I want to give you full freedom to develop a format that will allow you to think through what you've been encountering. Whatever format you choose to compose in, these are the requirements:

- Be honest.
- Write from the heart ...
- ...but at the same time, please think carefully about your response – represent the texts responsibly.
- Write in a way that helps you to articulate something, to learn more about something, or to challenge yourself.
- Write in a way that allows you to synthesize or blend what you gained from multiple texts
- Take some pride in it—check it for grammar and spelling.

Length requirements are flexible, but at least treat it like a regular blog post 250-500 words, or more if you need it!

Post to your blog—make sure it is up before class.

Writing Prompts/Ideas (if you need a little help getting started...)

- Write your response to the readings in Standard English, and then Black English (or vice versa), using the Black English rules that June Jordan and her students outlined.
- Locate two (or more) quotes from two (or more) different readings that you see as connected in some way. Explain the connection.
- Reflect on the word difference--what is it? Does it simply mean something that "is different," or is it a more loaded, complex term when applied to concerns about diversity? Does use of the word "difference" imply that there is a standard, or norm? (ie. When we describe "difference," shouldn't we be wondering, "different from *what*"?)
- Write about an experience that made you feel like an outsider (a la Cantor). Analyze this experience using her terminology--in what ways did you feel the epistemic privilege of the outsider? And in what ways did you see the insiders having cognitive egocentrism?
- Look for more examples in your life that support Peggy McIntosh's knapsack metaphor—for example, you could make a list of how often you see white faces/bodies pictured as the "norm" in your daily life. i.e. "When watching TV today, I noticed that most of the commercials featured white people. The hand-washing sign in the bathroom was a picture of white hands."
- Post a statement from one of your readings, or a statement of your own, to Facebook. See what responses arise. Share and write about these responses.
- Prepare a series of Tweets that illustrate your responses to your reading, or that feature pertinent examples from the readings. Include links or

hashtags or references to make your tweets more sophisticated or intertextual. You may need to explain your tweets a bit.

**Step 2: Responding to a Peer's Writing –Due Monday Sept 30.**

- Each of you will read a peer's writing from the blog (use the name you drew from class hat. If you were absent or if the person did not post their homework by the deadline, please simply choose another classmate's post to respond to.)
- Then, write an anonymous piece that in some way responds to the piece that you read. You can write a new ending, a different version, a response, an addendum, a letter to that person, blend information in from another of the Unit 1 readings, raise challenges to their ideas, write in support of their ideas, etc. Again, you have freedom to write a creative response, a more academic response or even a simple blog post/comment. Feel free to do something that is innovative.
- Include either quotes from the original post, or if you would like to, a link to the previous post. Please refrain from using the author's name in your response—we would like to respect each other's privacy in some way.
- Requirements for your written response are as follows:
  - Be respectful of your peer as you respond. While you may certainly disagree or challenge them, do so intelligently and with dignity. We have discussed many controversial subjects, and you must remember that we are all learning about them, and all have varying levels of experiences with these topics.
  - Write in a way that helps the class (the rest of us) think deeply about the perspectives or insights you see going on in this post. Help us to consider what is important, significant, or even controversial in the peer's writing.
  - Check for grammar/spelling.

Length requirements are flexible, but at least treat it like a regular blog post 250-500 words, or more if you need it!

Post to the SHARED BLOG—make sure it is up before class. SHARED BLOG—it is supposed to be an anonymous response—be sure to check the "anonymous" box before you submit your response on BB!