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AN assignment handout FALL 2022 WOMN 1600 D01

This assignment provides directions for AN-1 & AN-2

<p><i>What is an AN (Argument Note)?</i></p>	<p>An argument note is written after you have read / viewed, and thought about the arguments and facts put forth - in an academic, intellectual manner - on a given topic. In your AN papers, you are tasked with demonstrating your understanding of readings / videos. In addition to this handout, please read through the section Academic Integrity in the Syllabus.</p> <p>Your AN papers must have these three sections:</p> <p>Summary: (approximately 3 pages) Identify and summarize the key argument(s) or main point(s) of the readings. Ask yourself what the author is trying to convince you of and how. Pick three or four of the more important key arguments or points of the reading, and briefly map them, i.e., elaborate their supporting claims; detail how the argument(s) "work." You are not expected to summarize the entire chapter / video / reading. You must choose 3 items (readings or videos) from the list below, and then summarize 3-4 key points from each of those readings (or videos).</p> <p>The summary section should be given the most space - approximately 1/2 of the paper. Students should <u>not</u> include their own thoughts or reactions to the readings in the Summary.</p> <p>Integration: (approximately 2 pages) Use this section to present your own analysis of one or two ideas / issues from your summary. Strive to analyze how and why this condition exists. In this section you must strive to integrate course concepts (i.e. concepts such as patriarchy, power, privilege, gender, feminism, etc..) into your analysis. This section is used to demonstrate your own understanding of the social condition / issue. You should provide support for your analysis (by citing sources and / or personal experience).</p> <p>Questions/Reactions: (approximately 2 pages) Share your reaction to the readings. You can identify questions the readings raise for you. This can also be the place to put your specific questions about the topic. You should discuss your reaction to the content, not the style of the reading. For example, stating that the reading was long / short / complicated / un-interesting etc.. does not provide me with an understanding of your grasp of the material.</p> <ul style="list-style-type: none"> ▪ Do not focus on items that were not discussed in this reading. No one course reading will ever cover all aspects of one topic. For example, pointing out that a reading on women in China did not discuss the situation for women in India, is not a valid point. Stay focused and on topic. 						
<p><i>What should my AN paper look like?</i></p>	<p>Your final AN paper should be 6-7.5 pages of writing, plus a title page and reference list:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Page 1:</td> <td>Your title page: your name, the course title & date</td> </tr> <tr> <td>Pages 2-8:</td> <td>Your writing (double spaced)</td> </tr> <tr> <td>Final page:</td> <td>Your Reference List. In full APA format.</td> </tr> </table>	Page 1:	Your title page: your name, the course title & date	Pages 2-8:	Your writing (double spaced)	Final page:	Your Reference List. In full APA format.
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Pages 2-8:	Your writing (double spaced)						
Final page:	Your Reference List. In full APA format.						

<p><i>Should my AN papers have an introduction and conclusion?</i></p>	<p>These are not required for AN papers. Your paper can have a brief (1-2 sentence) introduction and conclusion if you like.</p>
<p><i>Can I use headings in my AN papers?</i></p>	<p>Yes. Headings can be used to distinguish the 3 sections (summary, integration and questions/reactions).</p> <p>Headings are optional, but paragraphing is not. Use proper paragraph structure as outlined here: https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html</p>
<p><i>How are my AN papers graded?</i></p>	<p>We use the Significance of Letter grades chart (below) to assign a letter grade to your paper. Please review this chart. Numeric grades are based on the bottom of the grade range. i.e. an A is 12/15 a B is 10.5/15, a C is 9/15 and so on.</p> <p>In your paper you must cite the page number (or time stamp) for all direct quotes AND all paraphrasing from all sources. This influences your grade on AN papers, and is part of the U of M policy on academic integrity (i.e. avoiding plagiarism).</p> <p>Your paper must use APA style: 12 pt font, double spacing and 1 inch margins. The APA reference list must include all videos and books / articles cited in your paper.</p>
<p><i>Do I need a citation after every sentence?</i></p>	<p>It is not “wrong” to cite the author and date after each sentence, but it is clunky, and it is not necessary. The purpose of an APA citation, is to tell the reader where the ideas - in a given paragraph - are from. Within each paragraph, it should be clear to the reader whose ideas you are citing.</p> <p>When an entire paragraph is <u>summarizing from one source</u> (i.e. one reading), state this clearly, and provide the citation at the end of the paragraph. You must also provide the page number or timestamp for specific phrases / statements taken from these sources. It is a good idea to complete your draft ahead of the due date so you can meet with a U of M writing tutor to discuss your APA in-text citations with them and correct errors.</p>

Which items do I choose from for my AN-1 paper this term?

For AN-1 due _____

Choose **3** from the following list:

1. Airton, Lee (2018). Chapter 1 from the book Gender: Your Guide. E-book held at U of M library:
https://search.lib.umanitoba.ca/permalink/01UMB_INST/k6qbb2/cdi_askewsholts_vlebooks_9781507209011
2. Airton, Lee (2018). Chapter 2 from the book Gender: Your Guide. E-book held at U of M library:
https://search.lib.umanitoba.ca/permalink/01UMB_INST/k6qbb2/cdi_askewsholts_vlebooks_9781507209011
3. Airton, Lee (2018). Chapter 3 from the book Gender: Your Guide. E-book held at U of M library:
https://search.lib.umanitoba.ca/permalink/01UMB_INST/k6qbb2/cdi_askewsholts_vlebooks_9781507209011
4. Marsden, Dawn. (2014). PAGES 267 to 274 Indigenous principles for single mothering in a fragmented world. Chapter 15 located in Section 4: Building on the Past to create a future in the book Mothers of Nations by Demeter Press. [download from U of M library here]:
https://search.lib.umanitoba.ca/permalink/01UMB_INST/8b5fi9/alma99151060131501651
5. Marsden, Dawn. (2014). PAGES 274 to 289 Indigenous principles for single mothering in a fragmented world. Chapter 15 located in Section 4: Building on the Past to create a future in the book Mothers of Nations by Demeter Press. [download from U of M library here]:
https://search.lib.umanitoba.ca/permalink/01UMB_INST/8b5fi9/alma99151060131501651
6. Paynter, Martha (2022). PAGES 1-15. Introduction and “Bodily Autonomy” from the book Abortion to Abolition: Reproductive health and justice in Canada.
7. Taylor, Keeanga-Yamahtta (2017). Pages 6 - 21 from the book How we get free: Black feminism and the Combahee River Collective. Introduction and The Combahee River Collective Statement. [Online at U of M libraries]
https://search.lib.umanitoba.ca/permalink/01UMB_INST/k6qbb2/cdi_proquest_ebookcentral_EBC4818092

How do I get started?

Suggested steps for writing AN papers:

1. Read through the directions. If you do not follow the directions, your paper may not be assigned a passing grade.
2. Select your items for your AN paper.
3. Approach your writing as a process:

Drafting stage: Draft an outline to sketch out your thoughts. I often suggest that students draft their “Questions and Reaction” section first, as this can help with “writers block”.

Papers in this course should use the **first person voice** because it is an important way that writers acknowledge their subjectivity (their own experiences and observations). In feminist writing this is referred to as your “subject location”. It is a principle in feminism to (re)claim our voice through writing using “I”.

Draft your Summary section. Select which ideas from the readings you will quote directly and which ideas you will paraphrase. Keep track of where you are citing from. **Cite the page number / timestamp** for all direct quotes AND when paraphrasing from any source.

After writing your summary, take the time to develop your integration section. The Integration section is where you present your analysis, as described here: <https://writingcenter.uagc.edu/summary-vs-analysis>

4. Complete your editing sweeps:
 - The first editing sweep is for idea development.
 - The next sweep is to edit for paragraph and topic sentence development.
 - The next sweep is to edit and fix grammar and punctuation errors.
 - Do a final editing sweep to add any missing citations (in APA you must cite all outside material in-text). Each paragraph in the summary must have in text citations with the author, date and page number. Use the APA info at the OWL Purdue website or an APA Style manual.

You can book a meeting with an online writing tutor through the U of M Academic Learning Centre. You can email your Instructor questions about your draft, but this must be done at least 3 business days before the due date; the earlier, the better.

5. Submit the final copy of your AN-1 paper on or before the due date, to the correct dropbox in UMLearn.

Which items do I choose from for AN-2 this term?

For AN-2 due _____

Choose **3** of the following:

1. hooks, bell (2009). Hooks, bell (2009). Touching the Earth. Chapter 4 from the book *Belonging: A culture of place*. [PDF in UMLearn]
2. Knott, Helen (2017). Peace river rising: The link between violence against Indigenous women and violence against the land. <https://www.youtube.com/watch?v=6GbGL7dmEwA>
3. Paynter, Martha (2022). Pages 16 – 27 from our course textbook *Abortion to Abolition: Reproductive justice in Canada*. (sections are titled “Heidi Rathjen” and “Justice Claire L’Heureux-Dube”)
4. Paynter, Martha (2022) Pages 41– 56 from our course textbook *Abortion to Abolition: Reproductive justice in Canada*. (section is titled “Santina Rao”) Fernwood Press.
5. Paynter, Martha (2022). Pages 67 – 104 from our course textbook *Abortion to Abolition: Reproductive justice in Canada*.
6. Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Key Takeaways (7 pages). Toronto, ON: Egale Canada Human Rights Trust. [read the report online, PDF may not download] <https://egale.ca/awareness/still-in-every-class/>
7. The Representation Project (2022). Masculinity and Mass Shootings: In Conversation with Jackson Katz. [online video] Content warning: discusses school shootings, mental health and suicide. <https://www.youtube.com/watch?v=13DkbnKcFY>

What are some helpful websites to consult for this assignment?

These websites will be helpful to you as you work on your writing assignments:

1. **Summary vs. Analysis:** What is the difference?
 - <https://writingcenter.uagc.edu/summary-vs-analysis>
2. **APA in-text citations:** What is an example?
 - <https://libguides.lib.umanitoba.ca/c.php?g=708446&p=5053558#apa>
3. **APA style and format:** What is a good website to use for my questions about **APA style**?
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
4. **U of M writing tutors:** Where can I go to meet with an **online writing tutor** at the U of M?
 - <https://umanitoba.ca/student-supports/academic-supports/academic-learning>
5. **Editing my paragraphs:** I've drafted my ideas for my paper, and now I need to edit my draft. What makes a **strong paragraph** in a university paper?
 - https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html
6. **Integration section:** How do I explain my **reasoning** when making an argument / performing an analysis?
 - <https://www.comm.pitt.edu/argument-claims-reasons-evidence>

Letter Grade	Significance on written work and criteria used to assess written assignments
A+ 9/10	Exceptional: student demonstrates superior grasp of the subject matter, an ability to go beyond the given material in a critical and constructive manner, superior ability to organize, analyze and integrate ideas, going beyond insights offered in course materials. A+ papers are also free of grammatical and mechanical errors.
A 8/10	Excellent: student demonstrates superior grasp of the subject matter, ability to go beyond the given material in a critical and constructive manner, strong ability to organize, analyze and integrate ideas, solid familiarity with course material. 'A' papers are relatively free of grammatical and mechanical errors. Claims made are accurate, explained and supported with evidence.
B+ 7.5/10	Very good: B+ papers demonstrate almost all of the qualities of an 'A' paper but fall short in one key area, often writing style or ability to organize, analyze, and integrate ideas.
B 7/10	Good: A more than adequate performance, student demonstrates: thorough grasp of subject matter, a good understanding of the relevant issues and adequate referencing of relevant materials.
C+ 6.5/10	Satisfactory: C+ papers demonstrate almost all of the qualities of B papers, but fall short in one key area, often because material and ideas are not well organized, or because some aspect of the materials appears to be not well understood.
C 6/10	Acceptable: An adequate performance in which the student demonstrates: a generally adequate grasp of subject matter, adequate understanding of relevant issues, adequate referencing of relevant materials. Report is mostly descriptive (summarizing) rather than critical / analytical. Failure to use course items to support claims. Referencing and / or citations need editing.
D 5/10	Marginal: Student demonstrates: some familiarity with subject matter, paper may be more descriptive than analytical, may not be referenced and / or organized adequately in sections. The student displays some familiarity with course material/ concepts. May contain: inaccuracies, missing citations, writing or structural errors.
F 0-4/10	An inadequate performance. Poorly written and / or contains too many errors, does not meet criteria for the assignment or does not illustrate understanding of the material cited.



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