

English 20, Sections 1, 4, 7 & 11

TUESDAY, APRIL 5, 2011

Tuesday, April 5th, 2011

I have to be out of town on Friday, April 29th for a very special family event. That is the day your out of class essay 3 is scheduled to be due. Consequently, the new due date for out of class essay 3 is Monday, May 2nd. See you tomorrow!

Posted by Catherine Fraga at 4:22 PM 0 comments 

SATURDAY, APRIL 2, 2011

Saturday evening around 930 pm

Just a quick correction... on a few of the rough drafts I looked over I indicated to those students that essay two required five outside sources. I was gently reminded by a student on Friday that really, only three are required...I was thinking of my English 1A essay two assignment. I apologize! :-)

Posted by Catherine Fraga at 9:29 PM 2 comments 

FRIDAY, APRIL 1, 2011

Friday evening, April 1, 2011

Greetings...

Assignment below:

PACKET 6 (ONE READING)
"Top 10 Pros and Cons--What are the Solutions to Illegal Immigration?"
<http://immigration.procon.org/view.resource.php?resourceID=000842>

(if you need to know when this reading is due to be read...I suggest you check the course outline...:-)...can you tell that I am directing this at those who still do NOT READ THE BLOG...?)

Enjoy this most lovely spring weather and have a good, safe weekend!

Posted by Catherine Fraga at 6:04 PM 0 comments 

WEDNESDAY, MARCH 30, 2011

Wednesday evening, March 30th

Greetings!

A few things I want to remind you of...

FOLLOWERS

BLOG ARCHIVE

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ABOUT ME



Catherine Fraga

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First, be sure to read the PREVIOUS blog entry about the immigration assignment. No one mentioned it in class today, so I will assume there are no questions. But if there are, please feel free to e-mail me or post the question here on the blog. The assignment is due on Friday.

Second, there have been a few students (more than usual, actually) that have asked about making up in class work. Some have been concerned about meeting the required word count for the class. I have cut and pasted the two items that cover that from the syllabus and put them below for a quick reminder....:-)

4. In all fairness to other students, I do not accept late work. If you are ill, please arrange for another student to turn it in for you. Period.

5. After the due date, a late essay loses 10 points for every day it's late, including weekends. NOT submitting an out of class essay is NOT an option. The English dept. requires that you write an approximate number of words in this course. The out of class essays provide a large part of the word count requirement.

Posted by Catherine Fraga at 4:59 PM 0 comments 

TUESDAY, MARCH 29, 2011

Tuesday, March 29th, 11 am

Greetings...

In preparation for a group exercise next week, I am assigning a homework task due on Friday, April 1st.

For this assignment, I would like you to consider the word "immigration" and do some brainstorming.


Type out ideas that come to mind when you "hear" this word.

The manner in which you do this (listing; short paragraphs; bulleted points, etc.) is entirely up to you. These reactions/responses need not necessarily be what YOU feel or believe...perhaps they are just things you have heard or read.

Please DO NOT PUT YOUR NAME on this assignment. When you submit it, there will be a sign-in sheet so you receive credit for completing the assignment. It counts as 25 points towards the 50 points for the group discussion.

I will discuss this briefly in class tomorrow in case you have questions or concerns.

See you in class tomorrow. Enjoy the sunshine!

Posted by Catherine Fraga at 10:56 AM 0 comments 

SUNDAY, MARCH 27, 2011

Sunday evening, March 27th around 6 pm





Greetings...

I hope all of you had a most restful and enjoyable spring break...
we are now halfway through the semester...
tomorrow we will watch the final episode/Season 1 of Breaking Bad.

For those of you in Section 1 that had to leave to get to another class and could not stay to watch the final few moments of episode 6, here is the link that gives a synopsis of that episode and will fill you in on what happened in the last few moments.

<http://www.youtube.com/watch?v=k4e9tda2nCc>

The following two links will take you to Packet #5, due to be read, and in the case of the first of the two assigned, listened to as well, by Friday, April 1st.

The first required reading is a 4 minute and 50 second interview that was recorded on National Public Radio in June of 2010.

1.) "Tackling America's Drug Addiction"

<http://www.npr.org/templates/story/story.php?storyId=127937271>

Reminder: After you listen to the interview, please print out the transcript of the interview and bring to class on Friday.

2.) "Confessions of a Mom (and a Former Teen Pothead)"

<http://www.npr.org/blogs/tellmemore/2010/10/19/130677774/confessions-from-a-mom-and-former-teen-pot-head>

Reminder: After reading this blog posting, please print and bring to class on Friday.

Posted by Catherine Fraga at 5:38 PM 2 comments

MONDAY, MARCH 21, 2011

Monday, March 21st around 530 pm

Greetings...

I do not expect you will be checking in much during this break from classes... but when you do, I found the article below quite interesting and thought I would share.


I will post later in the week...
enjoy the week and be safe.

How Dumb Are We?

Andrew Romano – Sun Mar 20, 11:45 pm ET

NEW YORK – Newsweek gave 1,000 Americans the U.S. Citizenship Test— 38 percent failed. The country's future is imperiled by our ignorance. In this week's issue, Andrew Romano looks at the risks involved in America's ignorance.

They're the sort of scores that drive high-school history teachers to drink. When Newsweek recently asked 1,000 U.S. citizens to take America's official citizenship test, 29 percent couldn't name the vice president. Seventy-three



percent couldn't correctly say why we fought the Cold War. Forty-four percent were unable to define the Bill of Rights. And 6 percent couldn't even circle Independence Day on a calendar.

Don't get us wrong: civic ignorance is nothing new. For as long as they've existed, Americans have been misunderstanding checks and balances and misidentifying their senators. And they've been lamenting the philistinism of their peers ever since pollsters started publishing these dispiriting surveys back in Harry Truman's day. (He was a president, by the way.) According to a study by Michael X. Delli Carpini, dean of the Annenberg School for Communication, the yearly shifts in civic knowledge since World War II have averaged out to "slightly under 1 percent."

But the world has changed. And unfortunately, it's becoming more and more inhospitable to incurious know-nothings—like us.

To appreciate the risks involved, it's important to understand where American ignorance comes from. In March 2009, the *European Journal of Communication* asked citizens of Britain, Denmark, Finland, and the U.S. to answer questions on international affairs. The Europeans clobbered us. Sixty-eight percent of Danes, 75 percent of Brits, and 76 percent of Finns could, for example, identify the Taliban, but only 58 percent of Americans managed to do the same—even though we've led the charge in Afghanistan. It was only the latest in a series of polls that have shown us lagging behind our First World peers.


Most experts agree that the relative complexity of the U.S. political system makes it hard for Americans to keep up. In many European countries, parliaments have proportional representation, and the majority party rules without having to "share power with a lot of subnational governments," notes Yale political scientist Jacob Hacker, coauthor of *Winner-Take-All Politics*. In contrast, we're saddled with a nonproportional Senate; a tangle of state, local, and federal bureaucracies; and near-constant elections for every imaginable office (judge, sheriff, school-board member, and so on). "Nobody is competent to understand it all, which you realize every time you vote," says Michael Schudson, author of *The Good Citizen*. "You know you're going to come up short, and that discourages you from learning more."

For more than two centuries, Americans have gotten away with not knowing much about the world around them. But times have changed—and they've changed in ways that make civic ignorance a big problem going forward. It doesn't help that the United States has one of the highest levels of income inequality in the developed world, with the top 400 households raking in more money than the bottom 60 percent combined. As Dalton Conley, an NYU sociologist, explains, "it's like comparing apples and oranges. Unlike Denmark, we have a lot of very poor people without access to good education, and a huge immigrant population that doesn't even speak English." When surveys focus on well-off, native-born respondents, the U.S. actually holds its own against Europe.

Other factors exacerbate the situation. A big one, Hacker argues, is the decentralized U.S. education system, which is run mostly by individual states: "When you have more centrally managed curricula, you have more common knowledge and a stronger civic culture." Another hitch is our reliance on market-driven programming rather than public broadcasting, which, according to the EJC study, "devotes more attention to public affairs and international news, and fosters greater knowledge in these areas."

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While isolationism is fine in an isolated society, we can no longer afford to mind our own business. What happens in China and India (or at a Japanese nuclear plant) affects the autoworker in Detroit; what happens in the statehouse and the White House affects the competition in China and India. Before the Internet, brawn was enough; now the information economy demands brains instead. And where we once relied on political institutions (like organized labor) to school the middle classes and give them leverage, we now have nothing. "The issue isn't that people in the past knew a lot more and know less now," says Hacker. "It's that their ignorance was



counterbalanced by denser political organizations.” The result is a society in which wired activists at either end of the spectrum dominate the debate—and lead politicians astray at precisely the wrong moment.

The current conflict over government spending illustrates the new dangers of ignorance. Every economist knows how to deal with the debt: cost-saving reforms to big-ticket entitlement programs; cuts to our bloated defense budget; and (if growth remains slow) tax reforms designed to refill our depleted revenue coffers. But poll after poll shows that voters have no clue what the budget actually looks like. A 2010 World Public Opinion survey found that Americans want to tackle deficits by cutting foreign aid from what they believe is the current level (27 percent of the budget) to a more prudent 13 percent. The real number is under 1 percent. A Jan. 25 CNN poll, meanwhile, discovered that even though 71 percent of voters want smaller government, vast majorities oppose cuts to Medicare (81 percent), Social Security (78 percent), and Medicaid (70 percent). Instead, they prefer to slash waste—a category that, in their fantasy world, seems to include 50 percent of spending, according to a 2009 Gallup poll.

Needless to say, it’s impossible to balance the budget by listening to these people. But politicians pander to them anyway, and even encourage their misapprehensions. As a result, we’re now arguing over short-term spending cuts that would cost up to 700,000 government jobs, imperiling the shaky recovery and impairing our ability to compete globally, while doing nothing to tackle the long-term fiscal challenges that threaten ... our ability to compete globally.

Given our history, it’s hard to imagine this changing any time soon. But that isn’t to say a change wouldn’t help. For years, Stanford communications professor James Fishkin has been conducting experiments in deliberative democracy. The premise is simple: poll citizens on a major issue, blind; then see how their opinions evolve when they’re forced to confront the facts. What Fishkin has found is that while people start out with deep value disagreements over, say, government spending, they tend to agree on rational policy responses once they learn the ins and outs of the budget. “The problem is ignorance, not stupidity,” Hacker says. “We suffer from a lack of information rather than a lack of ability.” Whether that’s a treatable affliction or a terminal illness remains to be seen. But now’s the time to start searching for a cure.

Andrew Romano is a Senior Writer for Newsweek. He reports on politics, culture, and food for the print and web editions of the magazine and appears frequently on CNN and MSNBC. His 2008 campaign blog, Stumper, won MINOnline’s Best Consumer Blog award and was cited as one of the cycle’s best news blogs by both Editor & Publisher and the Deadline Club of New York.

Posted by Catherine Fraga at 5:23 PM 2 comments 

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