The Pen Symposium:

Voices of Restorative Justice

English III Guideline Packet

Note: All given information is tentative and subject to adjustment at teacher’s discretion

*TBA
What is The Pen Symposium?

The Pen symposium is a conference or meeting held in order to consider and discuss a particular topic. This year, students who are taking AP English Language and Composition and English III: American Literature will be asked to participate in a symposium on the topic of restorative justice. The essential question that each student will address is: What is restorative justice? What does it look like in broader American culture? What could it look like at Summer Creek High School? Could restorative justice be a helpful model for our school community? In what capacity? What writers, thinkers, poets, and musicians of our time and in the past can help us understand restorative justice and its potential for our learning community? How? Why?

Through the Symposium, students will become essayists by composing a battery of research essays and eventually share their findings in a 3-minute TED style talk or Slam Poem on Symposium evening. Each presentation should somehow seek to improve student morale and peer-to-peer conflict management through a concrete practical application of restorative justice at Summer Creek High school. By the end of the project, students will have been assessed by a group of peers in their class, seniors, teachers, and members of administration. The top ten essayists will be selected to help lead a student-led/Teacher facilitated restorative justice initiative at Summer Creek High School as well as become eligible for future grant and scholarship opportunities.

Detailed Guidelines

The Symposium Proposal
Due: October 28, 2016
Turnitin.com at 9pm
1 Summative Grade

The Symposium proposal must be at least one page in length, typed, double-spaced, MLA formatted, 12pt font and should describe the major issues or problems to be addressed by your research. You should explain how you plan to go about conducting your research, and clearly identify the key sources you intend to use and explain how they will contribute to your analysis of the topic. You may use the following outline:

1. A Title that clearly conveys the theme of your research project.
2. The main research question that will be the focus of your research.
3. The explanation of why your research topic is important.
4. A brief Literature Review of at least 6 titles/sources, showing that you possess relevant knowledge to answer the research question.
5. An explanation of your research and study methods for answering the research question.
The Rhetorical Analysis Essay  
Due: November 11, 2016  
Turnitin.com at 9pm  
1 Summative Grade

Choose one piece of literature from your proposal review, and in a well written essay, analyze how the author’s language conveys his/her message, and ultimately how that message may deepen the audience’s understanding of restorative dialogue and justice. You must see your teacher for approval/suggestions for your literature prior to writing your essay.

The American Voices Prezi  
March 2, 2017  
Turnitin.com at 9pm  
2 Summative Grades

1. You will produce a “prezi” in which you synthesize six voices of American Literature in support of your own claim or answer to your research question.
2. We will have several library days to go over the research, formatting, and submission of this prezi.

Read the following advice carefully.

Preparing for Synthesis: Six Moves Toward Success
In most college courses that require substantial writing, you are called upon to write researched arguments in which you take a stand on a topic or an issue and then enter into conversation with what has already been written on it.

For the symposium, you will draw from the six sources you identified in your Prezi.

What moves should a writer make to accomplish this task? Essentially, there are six: read, analyze, generalize, converse, finesse, and argue.

Read Closely, Then Analyze
First, you must read the sources carefully.

Second, you must analyze the argument each source is making: What claim is the source making about the issue? What data or evidence does the source offer in support of that claim? What are the assumptions or beliefs (explicit or unspoken) that warrant using this evidence or data to support the claim? Note that you will need to learn how to perform such analyses of non-textual sources: graphs, charts, pictures, cartoons, and so on.

After Analysis: Finding and Establishing a Position
Third, you need to generalize about your own potential stands on the issue. You should ask, "What are two or three (or more) possible positions on this issue that I could take? Which of those positions do I really want to take? Why?" It's vital at this point for you to keep an open mind. A stronger, more mature, more
A persuasive presentation will result if you resist the temptation to oversimplify the issue, to hone in immediately on an obvious thesis.

**Fourth** – and this is the most challenging move – you need to imagine presenting each of your best positions on the issue to each of the authors of the provided sources. Role-playing the author or creator of each source, you need to create an imaginary conversation between yourself and the author/creator of the source. Would the author/creator agree with your position? Why? Disagree? Why? Want to qualify it in some way? Why and how?

**Fifth**, on the basis of this imagined conversation, you need to finesse, to refine, the point that you would like to make about the issue so that it can serve as a central proposition, a thesis – as complicated and robust as the topic demands – for your composition. This proposition or thesis should probably appear relatively quickly in the composition, after a sentence or two that contextualizes the topic or issue for the reader.

**Sixth**, you need to argue your position. You must develop the case for the position by incorporating within your own thinking the conversations you have had with the authors/creators of the primary sources. You should feel free to say things like, “Source A takes a position similar to mine,” or "Source C would oppose my position, but here’s why I still maintain its validity," or "Source E offers a slightly different perspective, one that I would alter a bit."

**A Skill for College**
In short, on the synthesis question the successful writer is going to be able to show readers how he or she has thought through the topic at hand by considering the sources critically and creating a composition that draws conversations with the sources into his or her own thinking. It will be a task that the college-bound student should willingly pursue.

From:

**Persuasive OR Expository Paper**
**Due: March 30, 2017**
**Turnitin.com at 9pm**
**1 Summative Grade**

Think about the differing voices on the topic of restorative discipline and dialogue. Then write an essay in which you describe and use your voice to enter the ongoing conversation on the relationship between your chosen “Voice” and restorative justice practices. Your essay may be either an expository or a persuasive paper. Use appropriate evidence from your reading, research, experience, and observations to support your argument.

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For the last of the three essays, you will use your observations, research readings, and experiences to support your position. Your support should be rational and logical, not emotional. It should be objective rather than biased.

- You should indicate which idea in a given set is more valid or explore the validity of an assertion in at least three of your sources.
- You need to do three things for this essay
  - Understand the nature of the position taken in the prompt.
  - Take a specific stand-argue, qualify, or disagree-with the assertion in the prompt.
  - Clearly and logically support your claim
- You may use any of the following to support your argument
  - Facts/statistics
  - Details
  - Quotations
  - Recognition of the opposite
  - Examples
  - Anecdotes
  - Compare and contrast
  - Cause and effect
  - Appeal to authority

The “SLAM POEM”
Due: April 8, 2016
Turnitin.com at 9pm
1 Summative Grade

You will summarize your research and understandings in a 3-minute SLAM POEM. Do not panic! We will practice this skill as a class extensively, and only a select number of students will be chosen to share their TED talks on Symposium night. Who knows, you may be the next Malcolm London!

**Symposium Night: Tuesday April 25, 2017 6-9pm**
In the SCHS Performing Arts Center

You will present your findings at the Symposium in a formal setting surrounded by peers, family and friends. You may choose/be elected to give an oral speech on the main stage, or in a small group setting; or the student may elect to have their work showcased for the audience (with prior notice/permission).

**Attire:** Business- We will discuss what this looks like for young men and young women.

**Presentation:** This may take place on stage, you may use present in a small break-out Socratic seminar or group SLAM session, or you may have your work posted/displayed/showcased. **In any case, you MUST present on symposium night in some capacity, in order to receive full credit.**

Only up to 20 students per teacher will be specially selected to attend the Symposium night! However, ALL other student’s work MUST be displayed. If you are selected to be attend, consider yourself honored!! You will receive a huge bonus towards your final exam/grade and be eligible for main stage, depending on how your teacher would like to reward you!!

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## Overview of Due Dates

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<th>Symposium Component</th>
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<td>Symposium Proposal</td>
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<td>Memorized SLAM Poem</td>
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<td>Open Mic Night</td>
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