



What Can I Assign

Other than an essay?

- What do I want students to learn?
- Do all the assignments have to follow traditional essay format?
- How would a non-traditional assignment affect my marking time/schedule?

Ask yourself



Podcast

<https://arthropodecology.com/2013/08/28/hear-this-podcasts-as-an-assessment-tool-in-higher-education/>



Audacity®

Infographic

The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like Inception, Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

by its pronounced **METROsexual** .com

Put a point on both continua in each category to represent your identity, combine all ingredients to form your Genderbread. 4 of infinite possible point and label combos.

Identity

Attraction

Sex

Expression

Gender Identity

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Woman-ness

Man-ness

Gender Expression

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

Feminine

Masculine

Biological Sex

The physical sex characteristics you're born with and develop, including genitals, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Female-ness

Male-ness

Sexually Attracted to

Nobody (Women/Females/Femininity)

(Men/Males/Masculinity)

Romantically Attracted to

Nobody (Women/Females/Femininity)

(Men/Males/Masculinity)

For a bigger bite, read more at: <http://bit.ly/genderbread>

In each grouping, draw all that apply to you and just a point, depicting the aspects of gender toward which you experience attraction.

By Sam Killermann

<http://itspronouncedmetrosexual.com/genderbread-person/#gp3>

Annotated bibliography

Sample
courtesy of BU
Library Libguide

Many annotators **evaluate** the quality of scholarship in a book or article. You might want to consider the logic of authors' arguments, and the quality of their evidence. Your findings can be positive, negative, or mixed.

Your professor might also want you to **explain why the source is relevant** to your assignment.

Sample Page: APA-formatted annotated bibliography

Child Poverty in Canada

Battle, K. (2007). Child poverty: The evolution and impact of child benefits. In Carroll, K., & Howe, R. D. (Eds.), *A question of citizenship: Children's rights in Canada* (pp. 21-44). Waterloo, ON: Wilfrid Laurier University Press.

Ker: Battle draws on his research as an extensively-published policy analyst, and a close study of some government documents, to explain child benefits in Canada. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. The comparison of Canadian child poverty rates to those in other countries provides a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children from want. He pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve the criticism it received from politicians and the public. He outlines the NCB's development, costs, and benefits, including its dollar contribution to a typical recipient's income. He laments that the Conservative government scaled back the program in favour of the Universal Child Care Benefit (UCCCB), and clearly explains why it is inferior. However, Battle relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make his work stronger by drawing from the perspectives of others' analyses. However, Battle does offer a valuable source for this essay, because his chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Ker, D., & Benqut, R. (2007). Child poverty and family structure in Canada, 1981-1997. *Journal of Comparative Family Studies*, 38(3), 321-335.

Sociology professors Ker and Benqut analyze the demographics of impoverished families. Drawing on data from Canada's annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number of children in each household. They analyze child poverty rates in light of these demographic factors, as well as larger

Rules! rules! rules!

The Publication Manual of the American Psychological Association (5th Ed.) states the following formatting rules:

- The text and the reference list should be double-spaced.
- Numbering starts on the title page, at the top right of the page.
- Reference list entries must have a hanging indent. (To do this in Microsoft Word 2003, click Format, then Paragraph, then Special, and choose Hanging).
- There should be 1 inch (2.54 cm) margins all around (top, bottom, left, and right) on each page.
- Use Times Roman font, or a similar serif font.
- Each paragraph should be indented.

Make a Research Appointment

Contact:
254-727-7888

Subjects:
Anthropology, Arts, Business Administration, Classical and Modern Languages, Drama, Economics, English and Creative Writing, Gender and Women's Studies, History, Native Studies, Philosophy, Political Science, Reference, Religion, Social Development, Sociology, Visual and Aboriginal Art

More Sample Annotations

The University of Toronto offers an example that illustrates how to summarize a study's research methods and argument.

Carroll University Library offers these examples of both APA and MLA format descriptive bibliographies.

Your thoughts?

I find this guide

Your thoughts?

Really helpful

Sort of helpful

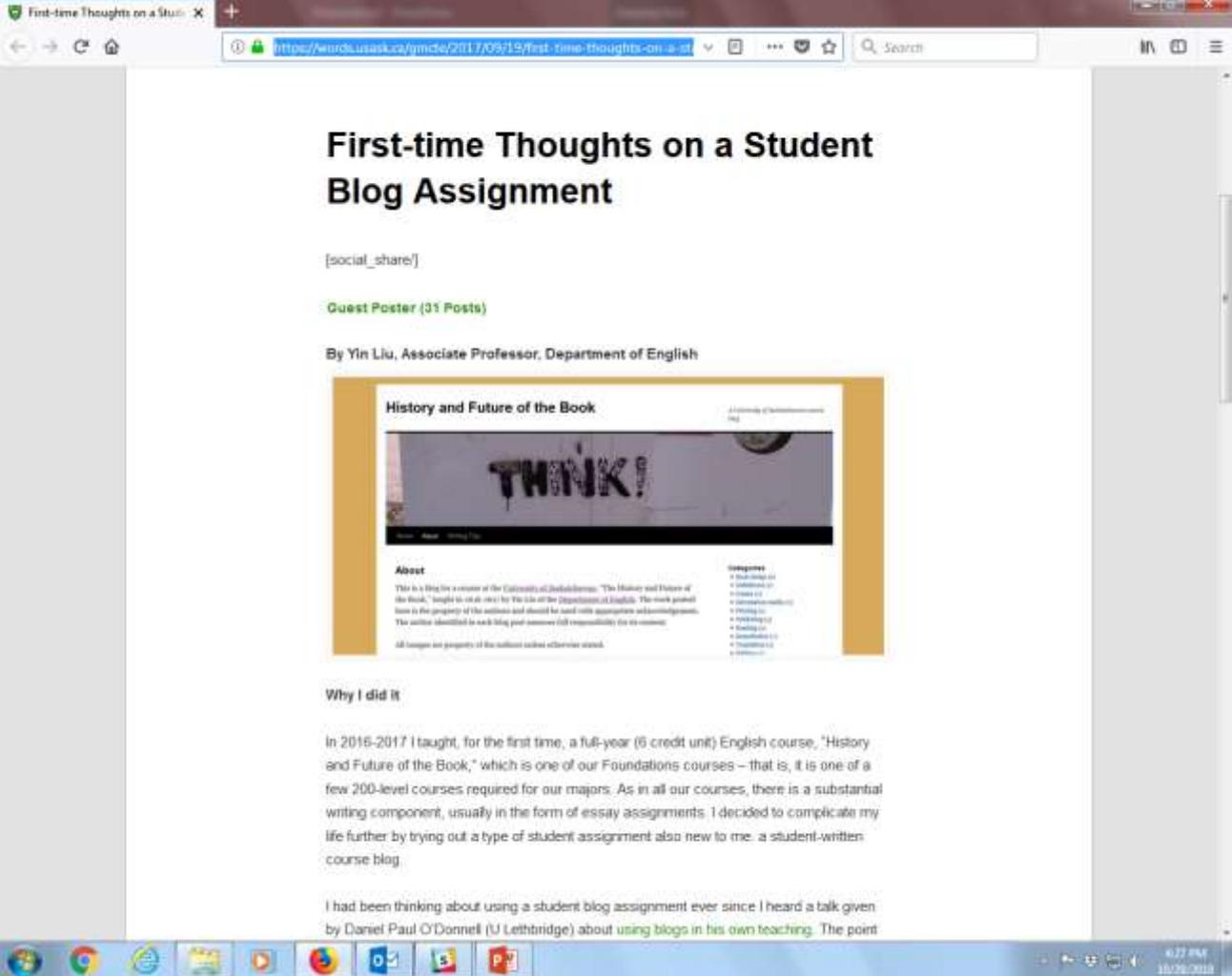
Could be better

Didn't help me at all

Submit

Letter to the editor, editorial, blogpost

<https://words.usask.ca/gmcte/2017/09/19/first-time-thoughts-on-a-student-blog-assignment/>



The screenshot shows a web browser window with the address bar displaying the URL: <https://words.usask.ca/gmcte/2017/09/19/first-time-thoughts-on-a-student-blog-assignment/>. The page content includes:

First-time Thoughts on a Student Blog Assignment

[social_share]

Guest Poster (31 Posts)

By Yin Liu, Associate Professor, Department of English



History and Future of the Book

About

This is a blog for a course at the University of Saskatchewan, "The History and Future of the Book," taught in 2016-2017 by Yin Liu of the Department of English. The work posted here is the property of the author and should be used with appropriate acknowledgment. The author identified in each blog post assumes full responsibility for its content.

All images are property of the author unless otherwise stated.

Categories

- Introduction
- History
- Future
- Reflection
- Conclusion

Why I did it

In 2016-2017 I taught, for the first time, a full-year (6 credit unit) English course, "History and Future of the Book," which is one of our Foundations courses – that is, it is one of a few 200-level courses required for our majors. As in all our courses, there is a substantial writing component, usually in the form of essay assignments. I decided to complicate my life further by trying out a type of student assignment also new to me: a student-written course blog.

I had been thinking about using a student blog assignment ever since I heard a talk given by Daniel Paul O'Donnell (U Lethbridge) about [using blogs in his own teaching](#). The point

Poster

Decolonizing Found Poetry from Allies of Indigenous Peoples

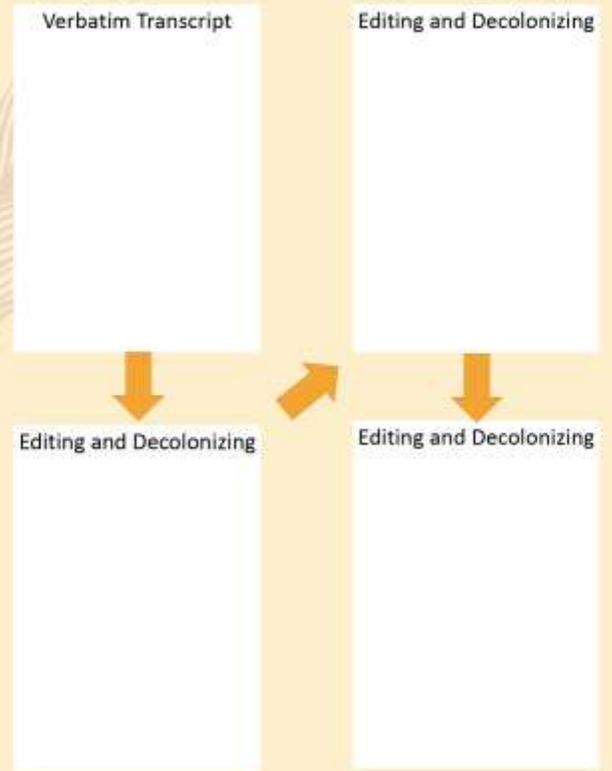
Isaac Daniels, BA, MA (Hons), MA
School of Education, University of Regina
Writing with Language, Gender, Identity

Abstract:
This poster presents the process of creating found poems from participant interview transcripts in an autoethnographic research project. The researcher attempted to decolonize the poetry and to become aligned to the ways in which systems are otherwise set up to render Indigenous people invisible.

About the Poster:
Found poetry as an arts-based method is gaining acceptance, especially within qualitative education research (Dunlop, 2018; Pineda-Gale, 2008). Working within the context of researching allies of Indigenous people in Canada, the researcher used interview transcripts as the text for poems for found poetry. During the process of creating the poems, the researcher attempted to decolonize the poems by identifying colonizing systems and structures, such as the focus on the first person "I" and the capitalization of geographic place names. The process itself became a metaphor for decolonization: it is a poe-making process that forces the writer to confront the system (in this case the English language and found poems) regularly. The knowledge that can be daily gathered can which is captured to render Indigenous structures.

What is Found Poetry?
"Found poems take existing texts and recombine them, recode them, and present them as poems. The literary equivalent of a collage." (Evan Pears, n.d.)
"Research found poetry" is a form of found poetry that takes qualitative research data, such as interview transcripts, as its source. This arts-based method of representing the research data brings resonance to the findings and elevates the data with the lived experiences of the participants (Patrick, 2018).

References:
Daniels, I. (2020). *Writing with Language, Gender, and Identity: A Journey of Decolonization*. Unpublished manuscript, University of Regina.
Daniels, I. (2021). *Writing with Language, Gender, and Identity: A Journey of Decolonization*. Unpublished manuscript, University of Regina.
Daniels, I. (2022). *Writing with Language, Gender, and Identity: A Journey of Decolonization*. Unpublished manuscript, University of Regina.
Daniels, I. (2023). *Writing with Language, Gender, and Identity: A Journey of Decolonization*. Unpublished manuscript, University of Regina.
Daniels, I. (2024). *Writing with Language, Gender, and Identity: A Journey of Decolonization*. Unpublished manuscript, University of Regina.



Lessons learned:
Decolonization is a process. The process is complex, challenging, contextual, individual, and collective. It confronts the foundational concepts of many systems and relationships. For these reasons it is unsettling, uncomfortable, and demands time, energy, space, and emotion. In short, it is work. It is hard work. Poetry is an art that takes on many forms, and it may seem that it is naturally fairly decolonized. I found, however, that poetry is still a product of many contextual factors that inform the art.

One of these factors, or systems, is language. Working in English, the language of British colonizers, means that some of its conventions will import colonial values (Mogge & Light, 2007; Penbrook, 2008). For instance, the "I" is always capitalized, giving weight and importance to the individual. Note that English does not capitalize "we" or "us", connecting a sense of ego-centrism around the capitalized "I". Forgoing the capitalized "I", therefore, is an act that disrupts a convention in English that is largely taken for granted.

A second colonial convention has been the Doctrine of Discovery, which assumes that the colonizer is the discoverer of the landscape, erasing pre-existing Indigenous (Dean, 2002; Economic and Social Council of the United Nations, 2014). This convention assumes terra nullius, meaning that the land belonged to no one prior to it being discovered by a colonizing force. As a result, Indigenous names for geographic locations, landmarks, and waterways were replaced with those of the colonizer. In order to disrupt this convention, I have chosen to remove the capital letters from place names and from the subjective forms of place that describe people, such as the word "Canadian". Although this act of decolonization does not reverse the colonial naming of place, or reinstate the Indigenous names for places, it does disrupt and call attention to the assumed authority of colonial naming practices.

Another interesting observation is that Microsoft Word is programmed to uphold the conventions of English that I tried to disrupt and destabilize. Word will automatically capitalize a single letter "I". In order to disrupt the program, I had to type the letter, hit the spacebar, go back and retype the letter and then bear constant reminding that I had made that choice (we struggle underneath in place), until such time as I decided to accept the change that I had forced upon the text. The same occurred in the case of place names. The work of physically backspacing and retyping in order to force the program to take non-capitalized versions of those words was repetitive and served as a constant reminder that I was not aligning my writing with what is standard and proper.

By choosing poetry as the form of presentation for the participant's words, I have privileged the oral and visual resonance of the language used by the allies. Purposefully subverting conventions of English, such as sentence structure and capitalization is my way of calling into question some of the rules that have reinforced colonialism. I am by no means the first, nor the last, to engage in subverting language for a purpose. Though language is only one part of the complex discussion around decolonization, it is an important part of the dialogue. My aim is to provide conversation with this study, and with these poems.

Debate

Laverne.edu



Wikipedia

The screenshot shows a web browser window displaying the Wikipedia article for Brandon, Manitoba. The browser's address bar shows the URL https://en.wikipedia.org/wiki/Brandon,_Manitoba. The page features the Wikipedia logo and navigation links such as "Main page", "Contents", and "Interaction". The article title "Brandon, Manitoba" is prominently displayed, followed by a banner for "Contribution Month in Canada". The main text describes Brandon as the second-largest city in Manitoba, Canada, located on the banks of the Assiniboine River. It provides details on its population, area, and economic activities, including agriculture, education, and manufacturing. A table of contents is visible on the left side of the article, listing sections like History, Geography, Demographics, Education, and Sports. On the right side, there is a gallery of images showing the city skyline, various buildings, and the city's flag and logo. The bottom of the browser window shows the Windows taskbar with various application icons and the system clock indicating 4:42 PM on 10/29/2018.

Wikipedia: The Free Encyclopedia

Learn how to contribute to Wikipedia during Contribution Month in Canada

Brandon, Manitoba

From Wikipedia, the free encyclopedia

Coordinates: 49°50′N 98°57′W﻿ / ﻿49.833°N 98.950°W﻿ / 49.833; -98.950

Brandon is the second-largest city in the province of Manitoba, Canada. It is located in the southwestern corner of the province on the banks of the *Assiniboine River*, approximately 214 km (133 mi) west of the provincial capital, *Winnipeg*, and 120 km (75 mi) east of the *Saskatchewan* border. Brandon covers an area of 77.41 km² (29.89 sq mi) and has a population of 48,859,^[2] while its *census metropolitan area* has a population of 56,003.^[2] It is a major hub of trade and commerce for the *Westman* region as well as parts of southeastern Saskatchewan and northern North Dakota, an area with a combined population of around 180,000 people.^[4]

The City of Brandon was incorporated in 1882,^[5] having a history rooted in the *Assiniboine River* fur trade as well as its role as a major junction on the *Canadian Pacific Railway*.^[6] Known as *The Wheat City*, Brandon's economy is predominantly associated with *agriculture*,^[7] however, it also has strengths in education, manufacturing, food processing, health care, and transportation.^{[8][9]}

Brandon is an important part of the higher education network in Manitoba, with several notable facilities located in the city including Brandon University, Assiniboine Community College, and the Manitoba Emergency Services College.^[10] *Canadian Forces Base Shilo*, which maintains close socioeconomic ties with Brandon, is located 35 km (22 mi) east of the city.^[11] Brandon's *Keystone Centre*, one of the largest consolidated entertainment, convention, agriculture and recreation complexes in Canada,^[12] is the home of the *Brandon Wheat Kings* and the *Royal Manitoba Winter Fair*.^[13]

Contents

- 1 History
- 2 Geography
 - 2.1 Climate
- 3 Demographics
 - 3.1 2011
 - 3.2 2006
 - 3.3 2001
- 4 Education
- 5 Sports
 - 5.1 Local teams
 - 5.2 Major events

From top left to right: Brandon skyline, Brandon Court House, Dominion Exhibition Display Building II, Brandon Central Fire Station, Downtown Brandon, Assiniboine River, Brandon University.

Flag

Coat of arms

Logo

Nickname(s): "Wheat City"^[1]

Reverse outline

<https://explorationsofstyle.com/2011/02/09/reverse-outlines/>

The screenshot shows a web browser window with the address bar displaying <https://explorationsofstyle.com/2011/02/09/reverse-outlines/>. The page features a header with a bookshelf image and a navigation menu. The main content area is titled "Reverse Outlines" and includes a sub-header "FIVE KEY STRATEGIES" with a list of five strategies: 1. Reverse Outlines, 2. Paragraphs, 3. Transitions, 4. Verbs, and 5. Subjects. A sidebar on the left contains sections for "THREE KEY PRINCIPLES", "LOOKING FOR SOMETHING?", "TABLE OF CONTENTS", "RECENT POSTS", and "FOLLOW BLOG VIA EMAIL". A sidebar on the right contains a "LATEST LINKS" section and a "KEY SOURCES" section. A blue banner on the right side of the page promotes "Style Libre" and "weight watchers". The browser's taskbar at the bottom shows various application icons and the system clock indicating 4:50 PM on 10/26/2018.

Get into character

<http://mooretoons.com/durkheim-vs-weber/>

