USU 1010, University Connections: Common Literature Assignment, Due August 21, 9 a.m.

Introduction
The common literature experience gives incoming students, faculty, staff, and community members a common piece of literature to read and discuss at the same time. The selection for 2019-20 is *My Beloved World* by Sonia Sotomayor.

*My Beloved World* was selected as this year’s USU Common Literature book because it aligns with the Connections course objectives—the “Big Questions” of how we define our purpose, how we best learn, and how we engage with our communities.

In addition to *My Beloved World*, all incoming students at USU read *Becoming a Learner, Realizing the Opportunity of Education*, by Dr. Matthew Sanders. Students receive this short book at Aggie Orientation, and discuss it frequently in the USU 1010 Connections course.

Connections Assignment
The common literature assignment is designed to introduce you to college-level expectations with respect to reading comprehension, critical thinking, and writing. You will discuss the book within your Connections class.

*Before you read the book:*

**Read the prompts first.** Keeping the prompts in mind while you read will help you think more broadly and critically about the themes in the book and mark quotations that will help you when writing your response. Finish reading the entire book before joining the online discussion in Canvas about the prompts.

**Take notes in your book.** In college, your textbooks belong to you! Learn now to highlight, annotate, and mark passages in your book as you read. This will help you not only as you respond to the prompts, but also as you participate in class discussions.

**Follow directions.** Many college students miss points simply because they do not read and follow directions listed on the assignment.
Instructions

Choose **two of the following prompts** and write a discussion post for each on the discussion board in Canvas (a total of 2 posts). Please make sure you do each of the following.

1. Clearly identify which question you are answering.
2. Provide a substantial and meaningful example from the book or additional resources that illustrate your position.
3. Write 200-250 of your own words (in addition to the quoted examples from the book) of reflection in response to the prompt.
4. Return to the discussion board and make a minimum of two substantive comments in response to the posts of your classmates.*

You must make a total of four posts on the discussion boards, your two original posts and then two substantive* responses to the posts of your classmates.

*A substantive comment is a post that demonstrates substance and contributes to the understanding and application of ideas by doing one or more of the following:
- Reflect about meaning of the topic.
- Describe thoughtful new insights about the topic.
- Raise a question as a seed for clarification or further discussion.

A substantive comment is NOT the following:
- Merely a statement of agreement or disagreement or an expression of your feelings.
- Bullying or attacking the person who made the initial post.
- A comment that lacks purpose (such as, “I have nothing more to add.”)
- A long series of quotations from the book. 200-250 words must be YOUR words and not a quotation.

Select **two** of the following prompts for your discussion posts. Read the prompts carefully; there are multiple parts to each prompt. Make sure you address each part of the prompts you select.

1. What is an educated person and how does Sotomayor fit your definition? Please share at least one point from *Becoming a Learner* to support your ideas. Discuss at least two examples from *My Beloved World* of how she was intentional in engaging with mentors, peers, and academics to further define herself as an educated person?
2. Sotomayor referred back to the broad education and skills she gained through involvement with the Forensics Club. Provide at least three examples of how Sotomayor used the lessons learned in the Forensics Club in her later education and career. Select at least one quote from *Becoming a Learner* that speaks to the importance of General Education and a broad education.
3. Provide at least three examples of the learning communities Sotomayor was part of in her story and explain how they helped her, then discuss the importance of a learning community for those who seek to become lifelong learners. Select at least one point from *Becoming a Learner* to support your position.
4. Sotomayor experienced some challenges in her life. Identify at least three low points for her and discuss the characteristics, attitudes, and people that helped her be resilient and overcome many challenges. Provide at least one quote from *Becoming a Learner* to support your position.
Discussion in Canvas

Good discussion posts:
- Are clear and to the point (no ambiguity or digression).
- Answer all of the questions in the prompt. Make sure you re-read the prompt after you have drafted your responses to make sure you answered every part of the question.
- Use specific examples from the reading.
- Have good mechanics and grammar.

Discussions are public; all members in the course can view all responses.

To post/open/read/respond to a discussion:
2. Click Discussions on the left hand side.
3. To post or respond, open the discussion and click Reply. (Depending on the course settings enabled by your instructor, you may be able to reply, add an attachment, edit your replies, etc.)

For further instruction on participating in a discussion via Canvas go to https://community.canvaslms.com/videos/1128.

Fully participate in the discussion via Canvas by 9 a.m. on Wednesday, August 21. Make sure you complete your two original posts, and at least two substantive comments in reply to the posts of your classmates. Connections Canvas sections will open on August 14 at https://canvas.usu.edu.

Academic Integrity and the Student Code

Utah State University expects students to conduct themselves with the foremost level of academic integrity. Examples of academic dishonesty include, but are not limited to, representing the published or unpublished work of another person as one’s own (including paraphrasing or direct quotation), using materials prepared by another person or agency, and failing to appropriately cite sources. USU utilizes a global plagiarism prevention software to ensure students are submitting original work. This software compares assignment submissions to a large database of papers found online or submitted both locally at USU and throughout the world. For more information, see https://studentconduct.usu.edu/studentcode/.

Works Cited
