MID-TERM ESSAY EXAM
DUE IN CLASS ON 11/01/05

Please make sure you have read the directions completely. At the bottom of these instructions are the grading criteria. Please ask me if you'd like clarification on this assignment.

The films *The Americans* and *Natives: Immigrant Bashing on the Border* examine the ways Mexican immigrants and immigrant home-owners are treated within a context of social inequality. This mid-term assignment asks you to compare and contrast representations of Mexican immigrants you have seen in these films and read in the assigned readings, with research articles from the UW Library Database that demonstrate the contributions immigrants make to local and/or national economies and/or culture.

You must cite at least two articles from either the UW Library Social Science citation index, the Ethnic News watch Database or the Chicano Database. All 3 of these databases are accessible from the UW Library Information Gateway. Print a copy of the database article citation information and staple to your paper.

Use the evidence you find in the research articles to write an imaginary response (in the form of an essay) to someone who makes anti-immigrant statements in either film. Quote this person's statement specifically in your essay and use information from the article to educate them and make sure to remember to tell us which film it is from. In addition, quote from any section in *The Diary of an Undocumented Immigrant* to demonstrate and elaborate on the living conditions of immigrants. Finally, briefly explain the relevant history of Chicanos and Chicanas in United States that we have learned in class to give the person you are responding to the larger frame for understanding the history of Mexican immigration to the U.S. You may use any information from the assigned readings, discussions, presentations and videos to inform your essay.

*In your response essay, you must cite ONE academic research article that you located using one of the following UW Library Databases: Social Science citation index, the Ethnic News watch Database or the Chicano Studies. All can be found at the UW Library on-line Information Gateway page. Click on Databases and Catalogs to access them. Librarian Harry Murphy is prepared to help you with your library searches for this paper. He will accept your email request to make an appointment to consult with him. His email is: maurice@u.washington.edu. If for some reason you can not contact Harry, a librarian will be attending the reference desk at both Odegaard and Suzzallo and should be able to help you.*

5 Essay Requirements
*1 Underline Your Thesis Statement (it will be in the form of a response).
*3 Have paper proof-read at one of the writing centers. I will provide location information for writing centers. Staple your first version to your final draft.
*4 The paper should be no less than 750 words and no more than 1010 words (each page = 250 words).
*5 The paper should be typed and double-spaced. If you can, please print it on recycled, unbleached paper, or blue-paper.

GRADING CRITERIA
The excellent paper will have an extremely precise focus, It will have a very clear thesis statement (in this case your thesis statement will be in the form of a response) it will be based on close consideration of extracts from the readings, revealing clearly the relationship between themes and social context. It will convey points clearly and effectively. It will reveal a thoughtful analysis of literary, video and historical texts. It will offer an interpretation, rather than simply summarizing sources. It will have been proof-read at one of the writing centers. It will have your first version stapled to your final version. Finally, it will cite clearly and logically from directly from the articles and other readings and it will have few or no typos. It will also footnote the library research article. (Grade = A)

The above average paper will have a precise focus. It will have a clear thesis statement (in this case your thesis statement will be in the form of a response) it will be based on close consideration of extracts from the readings, revealing clearly the relationship between themes and social context. It will convey points clearly and effectively. It will reveal a thoughtful analysis of literary, video and historical texts. It will offer an interpretation, rather than simply summarizing sources. It will have been proof-read at one of the writing centers. It will have your first version stapled to your final version. Finally, it will cite clearly and logically from directly from the articles and other readings and it will have few or no typos. It will also footnote the library research article. (Grade = B)

The average paper will have a fairly precise focus, it will have a fairly clear thesis statement, and it will be based more often than not on close consideration of extracts from the readings. The paper will convey points somewhat clearly and effectively. It will reveal an attempt at thoughtful analysis of literary, video and historical texts, and it will endeavor to offer an interpretation, although it may spend too much time simply summarizing sources. It will not have been proof-read at one of the writing centers. It will mention the articles and other readings (but not cite them directly) and it will have many typos. It will attempt to footnote the library research article. (Grade = C)

The below-average paper will not be well-focused, will have an unclear thesis statement, and will be supplemented with apparently random details from a few of the literary, video and historical texts. The paper itself will either be too short or much too long, and will not convey supporting points clearly or effectively. It will NOT reveal a thoughtful analysis of both the critical and literary texts, nor will it offer an interpretation, it will most likely focus on summarizing a few random passages. It will not have been proof-read at one of the writing centers. It will have many typos and will omit the library article footnote. (Grade = D/F)
I. AES/CHID Writing Center  
To make appointments email:  writing@u.washington.edu
Where and When:  (all rooms are in the Padelford Building) Monday 1-5 (B110-G); Tuesday 1-5 (A518-520); Wednesday 9-2 (C-101); and Thursday 9-12 (A518-520).

II. OMA Instructional Center - Writing Center  
Address:  1307 NE 40th between Brooklyn and University Way
Phone:    (206) 543-4240/ Hours:    8:30am-5:00pm

III. Center for Learning and Undergraduate Enrichment (CLUE)  
Sunday – Thursday, 7:00 pm – midnight. Mary Gates Hall.

IV. Dept of English Writing Center  
Address: B-12 Padelford Hall
Phone: (206) 685-2876/ Hours: 10:30am-5:30pm