

ENGL 2010 Assignment Sequence

Paper #1: Project Proposal Slideshow

Purpose

A project proposal is your first opportunity to define a topic that you will work on for the semester, share your interest in it, ask important questions, consider other viewpoints, and establish a research plan to help you complete your research and the other major assignments in this course. Beginning with a reflection on what you already know and need to know, in the Project Proposal Slideshow, you then define your role and purpose in addressing the topic, setting up important questions to answer through research. After conducting preliminary research (Wikipedia would be a good starting point), you propose a tentative thesis and consider the stakes of your research.

Task

Create a presentation using any slideshow platform (Google Slides, PowerPoint, Canva, Adobe Spark, or MS Word thumbnails, etc.). The information required should be presented in a concise and persuasive fashion and with an eye toward good design (including images) that is appropriate to your topic. Overall, you must convince your audience of your scholarly investment in the topic at hand. To that end, include at least one slide for each of the following elements:

1. Title Slide: Your name, date, and the course number
2. Topic Summary: Name and define the topic.
3. Interest in Topic: What brought you to consider the topic? Why is it important to you? Why is it important to others?
4. Research Question(s): What do you need to know about the topic? Why do you need to know this information?
5. Working Thesis: Use what you've learned in your preliminary research to come up with your preliminary position or claim about the topic.
6. Research Plan: Generally speaking, what types of sources will be most helpful (scholarly vs. popular, older vs. newer, reports, studies, peer-reviewed journal articles, books, podcasts, documentary films, blogs, newspapers, museum exhibitions, etc.)? What key search terms or phrases promise to be useful in your upcoming research? Would it make sense for you to complete some primary research of your own?
7. Research Stakes: What are the implications of your proposed research?
8. Proposed Schedule: When will you complete the major tasks of this project? What are the major dates for completing secondary and primary research, as well as first drafts and revisions?
9. List of Sources: Which articles, websites, and other sources did you read and consult to prepare your slideshow presentation? (Note that for each image or graphic you might be using in your slides, you need to use a caption that indicates the source.)

Save your Proposal Slideshow as a PPT, PPTX, or PDF file or a web link and upload it to Canvas.

How You Will Be Graded

The Project Proposal will be graded according to the following criteria:

- Summary of research topic based on preliminary research
- Description of interest in topic
- Research question(s) based on preliminary research
- Working thesis
- Detailed research plan (including types of sources and search terms)
- Stakes of proposed research
- Concise explanations
- Scholarly investment and student's interest is persuasive
- Appropriateness of design scheme, layout, and images
- Accuracy in grammar, spelling, and mechanics

Textbook Help

- Chapter 21, Starting Your Research/Joining the Conversation
- Chapter 18, Making a Proposal
- Chapter 36, Designing What You Write
- Chapter 38, Making Presentations

Paper #2: Annotated Bibliography

Purpose

The Annotated Bibliography is a documented collection of published research on a topic with concise summaries and evaluations of each source. That is to say, when you write an annotated bibliography, you are doing three things: (1) documenting your sources and listing them in alphabetical order by author's last name (or title if there is no author), (2) summarizing each source, and (3) evaluating each source by describing how the source might be useful to your project.

Creating an annotated bibliography calls for the application of several important skills: informed library research, the ability to distinguish between different types of sources, an understanding of different research methodologies, close reading, and concise exposition and analysis.

Undertaking such an assignment is also a great way for researchers to enter the academic conversation on their topic. These bibliographies are often shared among scholars in various fields because they indicate the scope of a topic, organize research on a topic area, demonstrate the quality of sources, and prepare the way for future writing. Indeed, your sources and annotations from this assignment will make you an expert in your topic area and will become part of the next two papers this semester.

Task

Create an Annotated Bibliography with eight (8) published sources **reflecting a diversity of perspectives in your topic area**. At least five (5) of these sources must be scholarly, peer-reviewed sources. The other sources can be scholarly or popular. List sources alphabetically and cite them properly using the citation style your instructor has explained (MLA or APA). Beneath each citation, provide an accurate, concise, and informative annotation in paragraph form that addresses all of the following:

1. Author name(s), credentials, and background (briefly).
2. Type of source (report, study, peer-reviewed journal article, website, book, podcast episode, blog post, newspaper article, museum exhibition, etc.) and the main topic it addresses.
3. Summary of the source's methodology: authors use primary research (empirical; qualitative or quantitative); or, authors refer to secondary research and offer a meta-analysis; or, authors write an interpretive essay or article in which they draw on other authors and their ideas or concepts.
4. The main thesis and/or the conclusions most pertinent to your research questions or project goals. Avoid quotations--paraphrase instead, providing correct in-text parenthetical citations. Use author tags (such as "According to X" or "As X suggests") in every sentence of your summary to attribute these details to the author(s) of the source.
5. Any limitations or biases in the source; consider the set-up of the primary research, or the study sample, or the scope of the research. Often, researchers will address some limitations themselves in their articles.

6. Evaluation of how you might use the source in your upcoming essays. Use first-person metacommentary (such as “I intend” or “I plan”) in every sentence of your evaluation to attribute these details to yourself and not the author(s) of your source.

How You Will Be Graded

The Annotated Bibliography will be graded according to the following criteria:

- Inclusion of 8 sources, at least 5 of which are scholarly
- Sources represent different views and conclusions on your semester topic
- Sources are listed alphabetically and cited correctly using proper citation style
- Annotations include author(s) name, credentials, and background; source type, main topics, methodology, summary of thesis/conclusions, limitations, and evaluation of usefulness
- Annotations use author tags and metacommentary to distinguish between information attributed to the author(s) of the source (summary) and information attributed to the student writer of the assignment (evaluation)
- Annotations are each a single paragraph (no bullet points or sentence fragments).
- Annotations are accurate, concise, and informative
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- Chapter 21, Starting Your Research
- Chapter 22, Finding Sources
- Chapter 24, Keeping Track/Managing Information Overload
- Chapter 25, Evaluating Sources
- Chapter 26, Annotating a Bibliography
- Chapter 27, Synthesizing Ideas

Paper #3: Presenting and Evaluating Three Sources for a Non-Academic Audience

Purpose

This essay presents an opportunity to highlight the most important pieces of research that you have found in a more casual voice to a specific audience. You will share evidence from your annotated bibliography with a non-academic audience.

This assignment:

- helps you think about your topic (in preparation for the formal argument you'll make in your Final Research Paper);
- asks you to analyze three sources from your Annotated Bibliography in order to understand how each source succeeds or falls short in presenting different perspectives about your topic;
- gives you practice in summarizing, paraphrasing, and quoting so you can communicate why your topic matters to your audience;
- encourages you to experiment with audience, stance, and style so you can rhetorically adapt to other writing situations in and beyond college;
- allows you to practice sharing meaningful research with a non-academic audience because researchers frequently discuss their findings with non-experts as they brainstorm their research topics and begin to make sense of their research material. In addition, such an assignment can lead academics to write popular audience pieces for people outside the field.

Task

Presenting and Evaluating Three Sources for a Non-Academic Audience asks you to assess in detail the strengths and weaknesses of three sources as they develop different perspectives on your semester topic. Use your proposed topic and *Annotated Bibliography* to write a 4-6 page essay to inform a specific audience about how three sources address a variety of perspectives. In the next assignment, The Final Research Paper, you'll be making your own claims and crafting a cohesive argument, but **the objective in this assignment is simply to summarize, inform, and analyze how three different sources express their views about your topic without taking a position yourself**. This assignment prepares you to explain and analyze each source to support your position in the Final Research Paper. While this assignment draws upon your *Annotated Bibliography*, you will analyze how each source presents a particular perspective or view and how it succeeds or falls short.

First, pick a **specific audience that is non-academic**. This audience needs to include a small number of individuals—or one individual—so you can tailor your paper directly to them. Examples include a small group of your coworkers, your siblings, a parent, your soccer coach, or your three classmates in a biology study group.

Then, write a separate, one-page (250 word), double-spaced *Audience Justification Statement* to reflect on the major choices in language, style, and tone that you make in your paper and clarify the rhetorical appropriateness of your choices. This statement should:

1. Explain what **specific audience** you chose to target and why this audience cares or should care about your topic.
2. Specify what **stance** (as in your disposition or attitude) you adopt in your paper; as our textbook notes, stance identifies "an author's attitude toward the subject—for example, reasonable, neutral, angry, curious. A writer conveys stance through TONE and word choice" (872). Other stances may convey compassion, concern, disillusionment, hope, etc. **Notice that “stance” does not mean position or point of view; rather, it designates a writer’s tone or attitude, for example, angry, neutral, or supportive.**
3. Identify specific **rhetorical choices** you will make to convey your stance and appeal to your audience.

Rhetorical Writing Choices You Should Consider

When writing to different audiences, you might consider numerous **rhetorical choices** that will more effectively help get your message across to their unique preferences and dispositions. These could include:

- Specific word choices
- Level of formality (this could include slang and a more casual tone)
- Sentence structures (longer, shorter, choppy, fragmented, etc.)
- Pronouns (for example, using “you” and other forms of direct address)
- Acknowledging the audiences’ already (assumed) positions and experiences
- Cultural references (referencing news or popular culture that the chosen audience is likely to be familiar with)

Second, select three (3) sources from your research(Annotated Bibliography) that represent a diversity of perspectives on the issue, ensuring that each source offers something unique that adds to the issue's complexity for your specific audience.

Next, using the stance and rhetorical choices you determined in your Audience Justification Statement, write an essay informing your specific audience about how three different sources address a variety of perspectives on your topic:

1. Briefly summarize the main point of each source.
2. Highlight the key points/positions that make each source different from the others.
3. Integrate details from each source using properly cited paraphrases and quotations.
4. Analyze each source's strengths and weaknesses and/or each source’s pros and cons for your specific audience. (Even if you are drawn to one position at this point, you must consider all sides, finding both strengths and weaknesses in each source.) For example, comment on how an experimental study constructed its methodology, selected the research subjects, created a control, articulated its discussion and conclusion, etc. For interpretive research, consider examining how an author supports

a claim by assessing the quality of evidence and the structure of the author's argument.

How You Will Be Graded

- One-page Audience Justification Statement
- Selection of specific, small audience
- Appropriateness of rhetorical choices (stance, style, tone) for a specific, non-academic audience
- 1,000-1,250 words (4-6 pages) of actual writing (double-spaced)
- Diversity of perspectives presented in three sources
- An accurate, concise, and informative summary of each source
- Balance of properly cited paraphrases and quotations from each source
- Analysis of strengths and weaknesses of each source
- Complete and accurate Works Cited page
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- Chapter 6, Reading Rhetorically
- Chapter 7, Annotating, Summarizing, Responding
- Chapter 28, Quoting, Paraphrasing, Summarizing
- Chapter 32, What's Your Style
- Chapter 33, Mixing Languages and Dialects

Paper #4: Final Research Paper

Purpose

In your Project Proposal, you speculated on an issue, proposing research questions, audiences, and potential claims. You then researched that issue and organized a descriptive list of eight sources in your Annotated Bibliography. Next, in your paper, Presenting and Evaluating Three Sources for a Non-Academic Audience, you analyzed the three sources on your topic for a specific audience. Now, it is time for you to combine all of those skills into an argument-driven research essay where you give your own perspective! For this Final Research Paper, you will make a claim or thesis, couple it with well-developed reasons and stakes, and use evidence from your research to support this claim for the scholarly audience interested in your topic.

Task

Write a 6-8 page argument-driven research essay that offers readers a full sense of your perspective and position about your semester topic. Include the following elements:

1. Begin with a clear and compelling thesis. (A good thesis makes a claim that is not too obvious, but an argument with which someone reasonable could disagree. A thesis statement should answer the research question you raised in your proposal in a concise way.)
2. In the introductory section, give a brief description of the scholarly conversation surrounding your topic and explain how your argument fits within but also carries on that conversation.
3. In your body paragraphs, develop reasons that support your main thesis and provide support for this thesis using evidence from your research. **Use at least six of the sources you presented in your Annotated Bibliography and ALL the sources you used in paper #3, *Presenting and Evaluating Three Sources for a Non-Academic Audience*.**
4. Address counterarguments (or naysayers) by describing your opponents' positions fairly, making necessary concessions to any common ground you might share, and responding with a rebuttal.
5. Conclude by explaining the stakes of your argument or why it matters to the conversation surrounding your topic. Address larger implications and concerns for potential future work or research.
6. Be sure to arrange your essay according to the type of argument you are making (see "Additional Textbook Help" below.)
7. Include a properly cited list of references at the end of your essay (not included in the page count).

How You Will Be Graded

The Final Research Paper will be graded according to the following criteria:

- 6-8 pages, double-spaced (not including list of references)
- Thesis
- Organization (overall structure and paragraphing)

- Argument: claims are supported with credible evidence
- Counter-arguments are being carefully considered and acknowledged or refuted.
- Effective integration of information from research (summary, paraphrase, quotation)
- Appropriateness of rhetorical choices for scholarly audience
- Proper citation style
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- Chapter 5, Understanding College Expectations
- Chapter 13, Arguing a Position
- Chapter 19, Analyzing and Constructing Arguments
- Chapter 20, Strategies for Supporting an Argument
- Chapter 27, Synthesizing Ideas
- Chapter 28, Quoting, Paraphrasing, Summarizing
- Chapter 29, Giving Credit, Avoiding Plagiarism

Companion Piece

Purpose

In addition to your Final Research Paper, you will create a Companion Piece that repurposes or remixes the argument of your essay in a different genre/medium. The purpose of this additional assignment is to get you thinking about how to present your argument in a new way and for a non-scholarly audience.

Task

Create a Companion Piece that clearly expresses your topic and your argument in another genre or medium besides academic writing and for a non-scholarly audience. This Companion Piece must be an original creation. You might create a poster, protest sign, brochure, postcard, memes, t-shirt graphic, song lyrics, poem, or video. Your creativity is your only limitation!

How You Will Be Graded

The Companion Piece will be graded according to the following criteria:

- Connection to topic and argument
- Originality and creativity
- Rhetorical appropriateness of choices to genre/medium and audience
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

Chapter 37, Composing and Remixing Across Media

Reflection Essay

Purpose

At the end of the writing process, it is always beneficial to reflect on your own terms about what you have written and the process that allowed you to complete each task. This semester, you were asked to analyze a number of texts and to write in a variety of genres. You also learned how to conduct library research, as well as how to use useful rhetorical skills that you can employ in your writing in other classes. This short essay presents an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course.

Task

Write a 2-3 page reflection essay to your instructor to reflect on your experience as an English 2010 student. You may want to consider more carefully and critically why writing matters to you as a university student. In addition, you may want to address your future goals as a writer. How will you continue to hone and practice different writing skills? Follow these specific steps in your reflection letter:

- As a way of introducing your reflection essay, think about your writing process by completing the following statements with at least two additional explanatory sentences:
 - “I believe writing is...”
 - “I believe revising is....”
 - “I believe that writing courses are...”
- In the rest of the letter to your instructor, address some of the following questions (you do not need to cover all of them):
 - **Review** each major assignment in this course. What are the strengths and weaknesses? Which is your strongest piece of writing? Explain why it is the best and how it demonstrates what you have learned in this course. Which assignment is the weakest, and how would you change it if you could?
 - **Analyze** your writing process. Study your drafts, notes, and discussions on Canvas. Look at peer feedback responses. How did they help you revise? What was most helpful? What was not helpful, and why? Which of your instructor’s comments and suggestions were most helpful?
 - **Describe** your writing process. What strategies have been most helpful?
 - **Reflect** on your work as an author. What are you good at? What kind of writing do you like the most, and why? What kinds of writing do you struggle with, and why?
 - **Define** your goals. What have your writing assignments helped you understand about yourself as a writer? What do you want to work on in the future?

How You Will Be Graded

- 2-3 pages (double-spaced)

- Demonstration that you have thought carefully about your writing and your writing process
- Thorough consideration of writing and revision process, including instructor/peer feedback
- Claims are supported with evidence from personal experience in this class
- Reflection demonstrates your writing ability
- Careful paragraph organization creates cohesive overall structure
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

Chapter 10, Reflecting on Your Writing