



Webb's Playbook for Teaching Writing and Research



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Syllabus Activity

Print out one copy of the syllabus and break it into 4-5 sections (maybe some repeat sections, just in case there are more students than you expected)

Have the students get into groups of 4-5 and then assign them a section of the syllabus with the job of explaining it to the class

Each group will have roles to play (after introducing themselves to one another, roles:

- Reader/Explainer 1 (reads over the section first and then explains it to the group)
- Reader/Explainer 2 (reads over the section a second time and then explains it to the group)
- Speaker (presents that section to the class)
- Discussion Leader (helps to organize the group)
- Observer/Note-Taker (writes down what everyone says)

Then have them present that section to the class with any questions or concerns that they may have.

4 minutes for reading and discussion

1-2 minutes per presentation

Questions about each section

Rhetoric(s) is/are...

- Persuasion? Flattery? Art? Craft? Skill? Style? Strategically, situated discourse? (George E. Marcus, 1995, ethnography; Helen Foster, 2009, rhetoric and writing studies)

“In short, rhetoric is a mode of altering reality, not by the direct application of energy to objects, but by the creation of discourse which changes reality through the mediation of thought and action” (Lloyd F. Bitzer, 1968, p. 4)

“The study of how people use language and other symbols to realize human goals and carry out human activities . . . ultimately a practical study offering people great control over their symbolic activity” (Charles Bazerman, 1988, p. 6)

“...rhetoric is the process of using language to organize experience and communicate it to others. It is also the study of how people use language to organize and communicate experience. The word denotes...both distinctive human activity and the „science“ concerned with understanding that activity” (C. H. Knoblauch, 1985, p. 29)

Basically, there is not just one “rhetoric,” but multiple rhetorics (plural), meaning that there are many different ways in which to argue and use language to persuade an audience leading to the quote: “A rhetoric is a social invention” (James Berlin, 1984, p. 1).

The Greek philosopher Aristotle defined ethos, pathos, and logos this way:

- **Ethos - (Credibility)**, or **ethical appeal**, means convincing by the character of the author
- **Pathos (Emotional appeal)** means persuading by appealing to the **reader's emotions**
- **Logos (Logical appeal)** means persuading by the **use of reasoning**

Argumentation is...

- **The Process of Persuasion** – This means more than just creating an argument (i.e. as a product), but what goes into making or creating an argument (i.e. the situation or circumstances surrounding an issue or topic, other perspectives on the situation/topic or issue, etc.)
- Making claims and warrants (Stephen Toulmin) to support a major claim or thesis sentence
- Has multiple sides and perspectives

Why do we argue?

- We argue to change people's points of view or persuade them to accept new points of view
- And we argue to persuade people to a particular action or new behavior

Two main approaches to argumentation:

- **Deductive** – Deductive arguments are those meant to work because of their pattern alone, so that if the premises are true the conclusion could not be false
- **Inductive** - All other arguments are considered to be inductive (or just non-deductive), and these are meant to work because of the actual information in the premises so that if the premises are true the conclusion is not likely to be false
- **The difference deductive and inductive argumentation** is between certainty (*deductive* - we can be sure the conclusion is correct) and probability (*inductive* - we can bet on the conclusion being correct)
- **The “Socrates” Example:** An example of a **deductive argument** and hence of deductive reasoning:
 1. All men are mortal
 2. Socrates is a man
 3. (*Therefore,*) Socrates is mortal

Strong and weak examples of inductive arguments:

Strong induction

- All observed crows are black.
- *Therefore:*
- All crows are black.

Weak induction

- I always hang pictures on nails.
- *Therefore:*
- All pictures hang from nails.

Discussion Handout: “Invention” and “Problem Solving”

For the purposes of this research, we will be using “stasis theory.” Stasis theory has four major parts:

1. The facts (conjecture), which could also mean the “general knowledge” about an issue or situation
2. The meaning or nature of the issue (definition), which could mean becoming informed through literature, and asking a question(s)
3. The seriousness of the issue (quality), which could mean answering the question(s) by conducting investigative research, such as interviews, surveys, or questionnaires
4. The plan of action (policy), which could mean what new solution do you propose based off of what you have learned and how is your solution more effective than the other solutions or answers proposed (if any) (from OWL: Purdue Online Writing Lab, 2010)

We start with our “imaginings” (our tendencies to create and recreate our world, to imagine other worlds). Our imaginings include our perceptions of the world around us, interpreted through our individual perspectives (lenses). Our imaginings, perceptions, and discourses (how we talk about an idea, culture, issue, problem, etc.) are influenced by our ideologies.

When doing research we must address our “ideology(ies)” (our assumptions, sets of beliefs, values). Ideology is a set of political, economic, cultural, social, racial, and technological beliefs, values, and uses (the networks we make within our communities and in the technological “grids”—Globally Roaming Individualized Discourses—we are participating in) that we use to create our worldviews. The “grids” include physical and digital/virtual discourse communities we participate within on a regular basis.

Through our ideological lenses, we find a “topic” or an “area of research” that draws our interest, such as “domestic violence.” We formulate a “general question(s).” i.e. What is the ratio of men to women who commit acts of domestic violence?

We start to “narrow down” or “open up” more questions of inquiry by considering multiple variables. There are three different kinds of variables:

1. Contextual variables can include, socioeconomic status, ethnicity (cultural practices, such as food, religion, traditions), race, (biological markers, such as skin color, eye color), age, gender, education
2. Cognitive variables are usually variables that we can measure on a scale (such as a Likert Model Scale, which can appear in the format of a survey or a questionnaire), such as attitudes, which contains things such as perceptions of social groups, biases toward political parties, or stereotypes of races, and behaviors, such as rituals, habits, or preferences.
3. Specific variables (variables that we can identify through the studying of publications on it or that define or interpret it) such as aggression or isolation

Our research question goes from a macro lens, where the focus is mostly on general information, to more of a micro lens, where the focus is on a certain group, community, or phenomena (which are the most pertinent elements or aspects in the question(s) of inquiry). However, this can also work in reverse, depending on the question(s) of inquiry asked. The goal is to determine the emic (insider) and the etic (outsider) levels of knowledge and perspectives.

We start to observe and collect “data” from publications, such as statistics and pertinent information and from interviews, surveys, and questionnaires

We then reformulate our research question(s)/statement(s)/hypothesis: i.e. In the state of Texas [*situating in a local proximity*] Hispanic [*defining racially*] males [*defining through gender*] are at a greater risk to commit spousal abuse [*defining conceptually*] against their partners. (We might even narrow the scope of the research to a specific city)

We must make sure to define the “terminology” we use in our research. Terminology is defined as words that carry meaning, or are specific to a field, situation, or discipline.

Imagine that you are writing a text message to a friend about where (s)he is going to eat lunch. Your text message might look something like this:

r u goin to eat lunch where r u gonna to eat

Your friend will receive and probably understand what it is that you are asking of them, even if the message does not contain the proper or “correct” grammar¹ and punctuation².

While the grammar and punctuation in this example text message might be acceptable in this setting, it would not be adequate, for instance, to use that kind of grammar and punctuation in a handout about grammar and punctuation.

One of the most important things to remember is this: There is NO TRUE “proper” or “correct” grammar and punctuation, however, there are certain times and situations when you will need to clearly make an argument or present a message to an audience or reader.

You must be ready to address any kind of audience or reader; therefore, you must be ready to convey your argument or message clearly, syntactically³ and semantically⁴.

So, what does it mean to use “grammar rhetorically?” In order to use grammar rhetorically, there are three important areas to start with: **Words**, **sentences**, and **paragraphs**. Using “grammar rhetorically” DOES NOT mean doing it the “right way,” what it does mean is effectively addressing formats, conventions (styles), and consistency in a piece of writing.

Words (vocabulary): Choosing the right words to convey your argument or message to an audience is important because it lets them know what you mean. When using certain words in an argument, it is important to define or describe them to let your audience and readers know how you are using them within your writing. While using synonyms (words that mean the same thing) is a good idea, only use synonyms when it is necessary to emphasize or convey a meaning that another word cannot.

Sentences (semantics): A “rule of thumb” when writing a rough or first draft is to keep your sentences simple. Remember, you can always go back and restructure, add-in, or take out, or replace words in later drafts, but a good goal to have when writing a first draft is to convey your argument or message effectively and clearly to your audience.

Paragraphs (“walls of bricks”): Metaphorically speaking, you can think of a paragraph as a “wall of bricks,” with the words as the bricks and the grammar and punctuation as the mortar that holds the bricks (words) together. Once all of your paragraphs are together in one document, that is your blueprint to the argument or message you are trying to convey to a reader and/or audience. The paragraph is one of the most visible things that a reader sees when (s)he reads your writing. One way to approach writing out your paragraphs is to have each one have a “topic sentence” (i.e. a sentence that introduces what it is that you plan to discuss or address within that paragraph). Then, connect each sentence to the ideas in the topic sentence or in the sentences that come before it and follow suit with each sentence that follows it.

When writing your arguments, remember the 4 C’s:

- **Clarity** – Define or describe complex terms or concepts, clearly express your ideas as best as possible
- **Consistency** – If you use one font style of size, maintain it throughout a piece of writing, this also applies for formatting (i.e. use of bullets, line spacing) and conventions (i.e. MLA, APA)
- **Creativeness** – Catch your reader’s attention and interest in the very first sentence or paragraph and keep it throughout the whole document and argumentation process. In all of your writing, you should try to be “consciously creative”
- **Communication** – One of the most important aspects of your argument is that you clearly and effectively convey it to your audience and/or readers to the best of your ability

¹ Grammar – Syntax; sentence structure; language rules

² Punctuation – Use of mechanics in sentence structure and language for effectiveness and clarity

³ Syntactically - Grammar and word choices in speaking and writing

⁴ Semantically – Use of words and punctuation in sentence structure and language for effectiveness and clarity

Rhetorical Grammar Activity!

The sentence:

I bombed my history test today because I was up late last night. (or come up with one)

How can this sentence be reconfigured to make it more rhetorically effective?

Option 1: If I would have gone to bed earlier last night, I might have passed my history test/exam this morning.

Option 2: I should have gone to bed earlier last night so that I would have been better prepared to take my history test/exam.

Option 3: Staying up late last night made it difficult to focus on my history test/exam this morning.

There is no RIGHT or WRONG way to word a sentence, just a more EFFECTIVE, EFFICIENT, and DESCRIPTIVE way so that your listener, reader, or audience clearly understands what you are saying.



Now let us try reconfiguring these next two sentences in a more effective, efficient, and descriptive way:

The sentences:

I will study much harder next time. So that I will not fail my next history test. (or come up with your own)

Option 1:

Option 2:

Option 3:

Findin' and Writin' about Stuff!

How to develop a research question

Many think that asking a research question is simple or does not take much effort when in reality it is the most step or phase of the research process because it sets the tone and the purpose for the outcomes of your research.

There are a few things you could do when developing your research questions and focus:

- **Secondary research:** Do background research on your topic and/or argument that you plan to research to see if anyone else has already done it (this way, you can see what types of arguments and questions they asked or addressed in their research)
- **Primary research:** Ask a professor or someone knowledgeable about your topic and/or research questions to see if they can help you refine them or point you in the direction of a text or article that will help you in narrowing or refining your research focus

Don't fall into the "Topic Trap"

What is the "Topic Trap?" It is many things. One thing that can happen when you fall into the topic trap is that you start to regurgitate knowledge or information that has already been written or argued about. When thinking about a topic, here are some questions to ask yourself:

- Has this topic and/or argument been written about before?
- What kind of research has been done on this topic and/or argument?
- What kinds of questions have been posed or argued about this topic?
- What kinds of studies have been done about this topic and/or argument?
- Where has this topic and/or argument usually appeared (i.e. newspapers, magazines, television news, etc.)?
- What kinds of questions (research questions) can I ask about this topic and/or argument that has not be addressed before or not addressed fully in existing arguments?

Once you have considered these questions, start to develop a list of your own research questions about the topic and/or argument.

Using Google:

- The reality is that many students go straight to Google when they are presented with a research project, and while Google is a decent place to start there are other paths to follow than just starting and ending with Google.

On locating sources, 3 possible paths to follow:

Path 1: Use the library databases, things to remember when using the databases:

- Type in keywords pertaining to your topic and/or research questions
- Search for full articles (i.e. PDF files), HTML documents, credible blogs, and/or texts
- Try not to get lost in the abyss of possible sources, once again, narrow your search by typing in keywords, selecting a range of years, and selecting PDF files only

Path 2: Using Google Scholar:

- Since 2003, Google somewhat merged with the online databanks on many major universities around the country so the information you find in many university databanks/bases is also generally accessible to anyone online.

How to use Google Scholar:

- First go to Google, then go to the drop box that reads "More" and select "Google Scholar"
- Much like searching the libraries' databanks/bases, you must think about these things:
 - Typing in keywords that pertain to your topic and/or argument (research question[s])

- The beauty of Google Scholar is that you can type in or copy and paste in your whole research question to see if anyone has asked it before
- Narrow your findings to PDF full file documents
- Scan over the article's abstract, if it has one, to see if it is useful for your research purposes

Path 3: How to use Google Books:

- Another helpful source is Google Books (although sometimes they are incomplete, they can help you see if a certain text is useful to your research)
- First go to Google, then go to the drop box that reads "More" and select "Google Books"
- You can type in your topic and/or keywords to your research questions to see if there are any texts that have addressed it before

Path 4: Ask someone knowledgeable or a professor/teacher (the path of the "righteous"):

- Not many reach this path, but if you find that you are one of the brave souls that do, then here are some suggestions to consider:
 - This does not mean ask anyone about your topic and/or research questions to see what they think about it (although sometimes you would be surprised what people know!)
 - This might actually mean conducting PRIMARY RESEARCH on your part, please ask your instructor how to best go about doing this or go to a research website such as OWL Purdue Online Writing Labs (i.e. on primary research strategies and approaches for suggestions: <http://owl.english.purdue.edu/owl/resource/559/1/>)

Finally:

- When working on a research project, here are some tips to consider:
 - Always ask your instructor if you have a questions about the assignment
 - Always ask your instructor if you are not sure about what to research or write about
 - Please ask early; try not to procrastinate
 - Start "reading around" early, that is, start doing research BEFORE the teacher assigns the project
 - Keep track of all of the possible sources you might use in your research project (please see Webb's "dirty APA" handout)
 - Keep track of your notes and/or writing you do when researching, it might come in handy later
 - Keep an electronic list of possible quotes that you think might be used in your research (backup this file just in case, or print it out)
 - Send a rough draft to your instructor if you are unsure about where your research and writing is going, ask them for feedback, but please allow them time to respond thoroughly so that you can benefit from it
 - Please always take advantage of teacher-student conferences when they are assigned or required! You would be amazed how much advise/feedback/assistance you can get out of talking to your teacher about your research project!
 - Please take advantage of any peer review sessions that are offered in class, you would be surprised how much assistance your classmates can offer you when doing a research project
 - And remember, to prevent the "I lost everything because my computer crashed this morning" scenario, **BACKUP YOUR FILES OR PRINT THEM OUT!**
 - Send the files to yourself through email
 - Have a second flashdrive/thumbstick/external hard drive for file storage
 - Save it to your personal space on the university's storage system (that way, any computer your log into on campus, you will have access to your personal files)
 - Print it out, even if you do not finish something or need to edit it, if you lose the electronic copy, you can always just re-type it out (you might be surprised how much better it comes out a second time☺)

In-Class Assignment and Discussion: Constructing, creating and using network pathways for research

The art of reflection is the process of observing, perceiving, or experiencing certain practices, habits, attitudes, behaviors, or interactions between individuals and then writing those observations, perceptions, or experiences down. The art of reflection also includes reflecting on what we read and the ideas presented within the writing. Once the writer starts reflective writing, they can add their own critical interpretation or analysis to what they saw, read, experienced, or felt in a certain situation, at an event, or by observing or interacting with certain individuals.

Constructing an understanding of network ethos: Networks are physical and technological communities. We interact with various networks on a daily basis. There are three different kinds of networks. Primary networks are ones that we interact in more than two or three times a day. Secondary networks are ones we create a connection to from our primary networks and interact in at least once a day. Tertiary networks are ones that we learn to use for educational or professional purposes and usually only use in those kinds of settings. By interacting with these various networks, we establish a certain kind of ethos, lines of credibility, between them that helps to describe us as active participants in those communities as well as how others perceive us within those communities. In order to understand better the significance of how these various networks connect and are relevant to our daily lives, we need to ask ourselves these questions:

- How do we choose the networks in which to participate? –Through interests and preferences
- How do we participate within these networks? –By connecting and communicating with others within our networks, sharing our thoughts and ideas
- What rules do we have to follow in our networks? –We follow the parameters set within that community through tradition, we constantly push against and slowly change the rules
- How do these networks relate to one another? –They relate to one another through us and our interests, desires, goals, and motivations
- What do we gain or learn from by interacting within these networks? –We gain multiple perspectives and views within a community and learn how to negotiate and collaborate with others who share our ideas and values

Students are required to write a reader response about the discussion above, including the questions and answers. This will be completed during class time and we will be having a discussion on the reading responses. The reading responses must display students' reflections on the discussion, questions, and answers presented above.

Creating network pathways for research: Networks create research pathways and opportunities. Depending on what we are researching, networks can be valuable in locating information for research purposes. How do we establish network pathways for research purposes? There is three ways to create these network pathways. The primary pathways involve using physical and technological networks that we are familiar with in are personal lives, these networks are our “go-to” places that we are conformable with accessing. The secondary pathways involve creating new physical and technological networks to access information for research purposes, these networks develop out of our primary networks. The tertiary pathways involve the physical and technological networks we learn to use for educational and professional research purposes. To understand better why we use the networks we do to research, we need to ask ourselves these questions:

- What are our network “go-to” places to start research?
- How do we start our research process using these “go-to” networks?
- How do we use other networks when researching?

Students are required to answer the three questions above. In answering the questions, they may provide their own personal examples and practices as researchers. Answers must display students' reflections on the reading above as well as their own thoughts on using networks to conduct research.

Using network pathways effectively: Below is a sequence of possible heuristics, a technique for problem solving, to consider when using networks to conduct research. *Students are required to reflect on the heuristics listed below and write a reader response as to how they believe they will work when conducting research.*

1. **Notion** (general knowledge or understanding – the seemingly “great idea”)
2. **Assumption** (questionable knowledge – the humbling of the “great idea”)
3. **Generalization** (biased knowledge – the revealing of the “substantial idea” beneath the “great idea”)
4. **Conceptualization** (focused knowledge –the narrowing of the “substantial idea”)
5. **Reflection** (critical knowledge –the analyzing of the “substantial idea”)
6. **Legitimization** (evidential knowledge –the constructing of the “invested idea” by interpreting and re-interpreting the knowledge surrounding the “substantial idea”)
7. **Operationalization** (usable knowledge –the refining of the “substantial idea” into the “invested idea”)

What is and Why use APA? (why not?) The 1-Page Handout Version! ☺

What is APA? Why use APA?

- **APA** is an acronym for the **American Psychological Association**.
- Many researchers and scholars use the conventions and formats of APA when conducting experiments on individual or group behaviors, trends, or attitudes, therefore it is largely considered a “soft science” type of research, where the participants (those who are studied) are not harmed (hopefully) physically, emotionally, or psychologically in any way.
- What is a “**format**?” A format is certain style or organization to research and writing, for example using 12-point font, Arial, double-spacing and 1” inch margins is a format of APA. Format can also be how you choose to organize your writing, for example using bulleted points instead of making lists within a paragraph or using certain types of sub-titles to separate important sections of information within your essay.
- What is a “**convention**?” A convention is a set of “rules” and expectations about how a research is supposed to be conducted, following ethical, reliable, and valid guidelines. Researchers are expected to follow certain writing habits and behaviors within a given discipline or field of study. Researchers and scholars follow conventions because it allows them to compare data and results in order to conduct more research or make new arguments.

Why are we using APA in this class?

- **Reason 1:** We are using **APA** in this class because many students within the university setting are studying to become nurses, engineers, or they are looking to work within the medical and social sciences (i.e. psychology and social work) fields that require them to use and understand formats and conventions that are closer what APA research and writing resembles.
- **Reason 2:** While many Composition instructors teach **MLA (Modern Language Association)** type of research and writing, this approach to research and writing places an emphasis on words and what the author has said/written, for example, Shakespeare’s says, “...” Shakespeare is ALWAYS saying what he wrote and it cannot be said any better or any other way, it can only be interpreted. Therefore, when writing a research essay in **MLA**, there is a greater emphasis on direct quotes (or parenthetical citations). When researching and writing using **APA**, the approach favors not words and direct quotes, but instead places greater emphasis on concepts and ideas and studies. Therefore, researchers and scholars who write their essays in APA are “time-stamping” their research studies, that means, they are saying what they found at this given time at this specific location or place under these specific circumstances (i.e. When writing in APA, past tense verbs are used frequently to denote the study[ies] that were already done). Thus, when writing in **APA**, you must cite the year [i.e. Helkser & Specky (2009)].
- **Reason 3:** While **MLA** (mostly for English majors), **Chicago-Turabian** (i.e. for historians), **IEEE** (for computer sciences and the sciences), and other formats and conventions of research and writing are valid, they are also discipline specific and used for certain kinds of research. So, in a way, APA is “elected” by popularity of what students major in and what professions they are looking to enter.

How do I cite a source using APA?

- A great and very handy resource for you to consult on this matter is located at this link: <http://owl.english.purdue.edu/> (once there, you can go to the APA section and look this information up)
- Most common example of citing an author(s) in your own text:
Example 1: Heath and Jackson’s (2009) research examined fungus in South America and how it contributed to changes in the swamp’s ecosphere.
Example 2: Rory, Keiln, Murry, and Wold (2010) studied the attitudes of freshmen student writers in a composition class questioning why they should use APA when they write their essays.
Example 3: Citing author(s) at the end of a sentence – A current survey revealed that 71% of college freshmen will fail out their first semester in college because of poor attendance, bad reading habits, and low test scores (Riddick and Lancaster, 2010, p. 545).
- Can you use “**direct quotes**” when writing in APA? Check with your instructor in this instance. Rule of thumb, use a few but not too many ... **paraphrase** (i.e. put another author’s words into your own words) **often**
- Also, when writing your essay in APA, please remember to keep track of all of your sources for your references page. **Some helpful Citation Generators** can help you keep track of all of your sources. Here are a few that are fairly reliable and free:
 - **NoodleTools** - <http://www.noodletools.com/>
 - **Son of Citation Machine** - <http://citationmachine.net/>
 - **EasyBib** - <http://www.easybib.com/>
 - **FreeWorks** - <http://www.workscited4u.com/>
 - And there are many others if you type into **Google**: *free online citation machines*

In-text citation activity

Short overview, explanation, and discussion of what MLA/APA/Other styles, formats, conventions are when writing research.

Short overview, explanation, discussion of what is a style, format, and convention.

Show websites that have examples of using research in writing.

Activity:

1 – Get into groups of two

2 – Read over the article (provided by your teacher; both students in each group will read the article)

3 – Summarize the article, using at least two direct quotes or paraphrased information from it in MLA/APA/Other styles, conventions, or formats (each member in the group will jointly write the summary)

4 – Exchange your group's summary with another group

5 – Grade that group's summary following the grading scale and criteria below:

Grading Scale:

1 = Writing and Citations Need More Work

2 = Writing and Citations are Effectively Used but Need a Little Work

3 = Writing and Citations are Consistent with Format/Style/Convention

The writing is an effective summary of the article: _____

The in-text citations (parenthetical citations and paraphrased information) are effectively used in the summary: _____

The in-text citations (parenthetical citations and paraphrased information) are accurately used in the writing: _____

6 – Give the graded summary back to its group

Please make any additional comments on the writing:

Example Summary (with paraphrased information):

Example Summary (with parenthetical citations):

Peer Review Activity

- 1-Partner up with a classmate, use the questions provided by the instructor to “mentally frisk” one another about the main concepts and ideas in their writing, write down each other’s responses
- 2-Exchange the actual writing with this same partner, read over each other’s writing, offer helpful feedback based on questions provided by the instructor (collect both sets of feedback from the first partner)
- 3-Repeat the process above with a new partner
- 4-Read over and compare all of the responses you got on your writing

Self and Peer Assessment over Collaborative Writing Work

This self and peer assessment is designed for groups of three. **If in groups of two, just double the number of points in each category.** This assessment will **count for 50 points out of 100 points** on this activity or assignment. The other **50 points will come from the instructor after evaluating the writing or work.** **You will score your group members AND yourself.** Once you have scored your group members, please hand the slip to each of your group members so they can calculate their total scores for the group work. Below are the two categories we will be assessing:

GROUP MEMBER'S NAME: _____

- **Collaboration** – Showed a genuine interest in participating in the group: _____ **out of 9 points**
 - Discussed the topic, argument, article, prompt, writing
 - Stayed on topic during the discussion
 - Gave and explained personal opinion about the topic, argument, article, prompt, writing
 - Which area above was lacking? _____
 - What more could she/he have done for the group in this area?

- **Actual writing, editing, or proofreading** – Participated in the actual creation, editing, or proofreading: _____ **out of 8 points**
 - Discussed and helped to shape the format of the writing that the group has produced
 - Wrote or typed on the writing the group has put together
 - Constructively commented on the writing that other group members have done
 - Which area above was lacking? _____
 - What more could she/he have done for the group in this area?

Score for this group member: _____ **out of 17 points**

Schema on adding up points:

- After collecting all of your scores from your group members and from your own self assessment, take the three final scores and add them together, this is half (50 points) of your total score
- It is your responsibility to TELL YOUR INSTRUCTOR THE FINAL SCORE YOU GOT FROM YOUR GROUP MEMBERS
- Your instructor will assess the other 50 points
- Then, once you have both scores, plug in the numbers below to get your final score

Overall Group Score: _____ (out of 50 points) + **Instructor's Score:** _____ (out of 50 points) = **Final Score:** _____ (out of 100 points)

Please turn in your SELF ASSESSMENT SHEET INTO THE INSTRUCTOR WITH YOUR OVERALL GROUP SCORE ON IT

Apology Writing

Purpose: To understand how to write a letter of apology (also to get you in the mode of writing about and expressing your ideas and thoughts ... *clearly*... using punctuation to convey expressions in your writing). This activity is based on [Stasis Theory](#) (which is basically "levels" of where an argument[s] is/are situated). [Please click on this link to see the importance of punctuation in conveying emotion in writing.](#)

Scenario:

- Imagine that you have a best friend that you have had for six years. This good friend had always been there for you when you were going through tough times. You have also experienced many good times with this friend, as well as travelled with them during weekend outings and vacations. This good friend also knows your whole family and has visited with them many times in the past.
- You have had a “falling out” of sorts with this friend, however. The falling out is dealing with an individual you are both interested in dating/having romantic relations with. The falling out involved an intense argument that ended up with both of you going in opposite directions.
- **HOWEVER**, the main cause of the argument is because of a misunderstanding **of what was said, a possible misinterpretation of intentions**, please see the dialogue below:

NOTE: In reference to gender differences, you and your partner might have to role-play.

- **Friend 1:** I really like Dave/Davina
- **Friend 2:** I really like him/her, too!
- **F1:** I think I am going to ask him/her if she/he would like to go to the [art museum](#) with me tomorrow.
- **F2:** Dave/Davina and me are going to eat at [Pete's Chicken n' More](#) tomorrow.
- **F1:** But I'm going to ask her/him to the [art museum](#) tomorrow.
- **F2:** So?
- **F1:** SO? We're going out together tomorrow...
- **F2:** And?
- **F1:** I told you that I really like her/him!
- **F2:** I like him/her, too. We're just going out to eat chicken tomorrow.
- **F1:** Look! Dave/Davina and I are going to the [art museum](#) tomorrow...
- **F2:** So go after we have lunch.
- **F1:** Forget it! (*storms off, furiously*)
- **F2:** What's your problem?!? (*walks away, agitated, too*)

Based on this dialogue, **Friend 1** clearly likes **Dave/Davina**, but **Friend 2's** intentions are not really clear (there seems to be a lot of “maybes” in **Friend 2's** intentions...).

In your group, decide who is **Friend 1** and who will be **Friend 2** and choose from the 2 options listed below:

You have 2 options to choose from, please see below (**DO NOT tell your partner which option you have chosen to write out**):

- **Option 1** – To write a letter of apology asking for forgiveness and that the love interest is not worth losing their friendship
- **Option 2** – To write a letter saying that you are sorry but that you cannot help but still be interested in the person you two are vying for, but that you would still like to remain friends

Things to think about when writing out your apology:

- How will your friend respond to the letter
- What kinds of words to use
- Possibly what **NOT** to say/write

Sample apology letters:

- <http://www.writeexpress.com/apology-letter.html>
- http://www.sarasota.k12.fl.us/bhs/bryan/bryan_apology2.html

After you write your apologies and exchange them, try to negotiate on a shared or common ground perspective ... or at least try to come to an understanding of sorts...

AND THEN, to make this really interesting, *but is purely optional*, involve **Friend 3** into the situation (**Dave/Davina**) by writing out a short dialogue (*i.e. via telephone conversation*) about tomorrow ... **Friend 1** will be discussing the [art museum](#) and **Friend 2** will be discussing going to eat at [Pete's Chicken n' More](#) ... the kind of conversation you will have with **Dave/Davina** will depend on which option you have chosen above ... ☺

How to Set Up And Use A PBWorks Account For Free

1. You will need Internet access, once you are on the Internet, type in this URL Address: <http://pbworks.com/>
2. Click [Sign up](#) at the right-hand corner on the website
3. You should come to this webpage that displays this URL Address: <https://plans.pbworks.com/>
4. Scroll down and select the “**Free Basic**” service
5. You should come to a webpage that displays this URL Address: <https://plans.pbworks.com/signup/basic20>
6. You will need to name your future PBWorks’ page something unique (i.e. compositionawebb, janethamiltonwriting09) because a more simple name (i.e. joselongoria, beckypena) might already be taken on the server
7. You may select “**For Education**” for your workspace
8. Company Type is “**Higher-ed classroom**”
9. Workspace purpose is “**Collaborative classroom**”
10. Type your first name
11. Type in your email address (you may your university email address or your personal email address if you want to)
12. Create a unique password, then retype it (PLEASE write down your username and your password so that you do not forget it)
13. Click “**Next**” at the right hand bottom corner
14. Open a new TAB and check your email account for a verification email
15. When you check your email, you should receive a message that has this paragraph in it: “*We won't finish actually making your workspace until you log in, so please do that now. To finish creating your workspace, click below:*” Please click on the blue link below this paragraph
16. Once you click on the link, you will be taken to a new screen that reads: “**Choose your workspace's security settings**”
17. For **Who can view this workspace?** PLEASE select “**Anyone**”
18. For **Who can edit this workspace?** PLEASE select “**Only people I invite or approve**”
19. For “**Accept PBWorks Terms of Service**” PLEASE check the box that reads: “**I agree to PBWorks terms of service**”
20. Then click on “**Take Me To My Workspace**”
21. You should come to a webpage that reads your workspace name and says “**FrontPage**”
22. Click “**Edit**” at the top, left-hand corner and select and delete all of the writing in the edit box that reads:
Welcome to PBworks 2.0
This is a real workspace! Please edit this page, create new pages, and invite others to use the workspace with you.
Get Great Ideas!
Learn what makes a good collaboration project and see how other PBworks customers are using their workspaces. Check out our [PBworks educator community](#) (not a support forum).
Need Help? We're here for you:
The PBworks Manual and **30-second training videos** can help show you how to edit, add videos and invite users.
*The best way to get your support questions answered is to **click the help link** at the top of this page. Our support gurus will get back to you asap.*
23. Type “**About Your Name** (i.e. About Joanna)” and then select highlight what you typed, go to “Add Link,” and you should get a box that reads – “Insert Link.” Click on “Browse Pages & Files,” then click on “Insert Link” and a new link will be formed. Click “Save.”
24. Click on “**About Your Name**” and will come to a webpage that reads: “**Name Your Page**”
25. Click “**Create page**”
26. You will come to another “**edit**” box, in this edit box I would like you to type something about yourself, answering these questions below:
 - What is your name and where are you from?
 - What is your favorite subject?
 - Why are you interested in this major?
 - What are some things you like to do in your free time?

- What hobbies do you have?

27. Then click “**Save**”
28. Go to the top, right-hand corner where it reads “**FrontPage**” and click on that link
29. Once you are on your FrontPage, click “**edit**”
30. Cast your eyes to the right-hand of the webpage that reads: “**Insert Links**” and click on “**Images and files,**” then click on “**Upload files**” (**NOTE:** If you do not have any images of yourself saved on a drive or on a MySpace/Facebook page, take a few seconds to find an image that you would like to put on your PBWorks’ page).
31. If you do have an image, make sure that you put the cursor where you want the image to be on your page and then click “**Upload files,**” a box will open and you can choose the image that you want on your page
32. Once it is done downloading the image, click on the image file name, drag and drop it onto the page (**NOTE:** You can select the image and reposition it using the left, center, and right alignment options on your toolbar; you can also resize the image once it is on the page) (**NOTE:** To delete an image once on the page, simply select that image and scroll up to the toolbar right beneath the URL Address bar, click on “**edit**” and then click “**cut**”) (**NOTE:** Once you have uploaded an image to your page under a certain file name and you want to use that same file but edited, you will need to re-name it and upload that edited file)
33. To upload a MS Word document to your page, click on “**edit**” and type what you want the file to be called on your page (i.e. Joanna’s essay)
34. Next, go over to the “**Images and files**” and select “**Upload files,**” choose the MS Word document that you want to upload and select “open”
35. Next, highlight the text in your box (i.e. Joanna’s Resume) and then click on the recently upload MS Word document (it should automatically link that file with the text you have in your edit box), click “Save”
36. To upload a YouTube or personal video, click “**edit**” and place the cursor in your edit box where you want the video to appear
37. Click “**Insert Plugin**” and select the section that reads: “**Video & Photo,**” choose the type of video it is that you are trying to upload to your page, then once the video appears on your page, click “Ok” at the bottom of that video’s screen (**NOTE:** The video might look a little funky in edit mode, but it will come out normal once you click save)
38. **My suggestions:** Keep playing around with organizing the documents, pictures, and images on your page until you are content with the way they look, play around with the font sizes and colors, look over the toolbar and see what else you can do (i.e. such as making tables)
39. **Please send me the URL Address link (i.e. <http://compositionawebb.pbworks.com>) to your PBworks wiki page so that I can link my PBworks wiki page to yours. Send me your URL link to this email: adamwebb11@gmail.com**

Another helpful handout on using PBWorks: http://compositionawebb.pbworks.com/f/pbworks_larc.pdf

Research essay with credible sources (over chosen topic/text)

Assignment description: This project will require you to conduct primary and secondary research over one of the texts covered in class and/or over a topic of your own choosing. The instructor must approve the topic. You will need between 5-10 credible sources. All of the sources you use within the document will need to be cited in APA convention. You will also need to pose a research question(s) or a thesis sentence that it supported by your sources. APA format is required.

This is the criteria that defines an “A” research paper:

- There is a clearly asked research question(s) or thesis sentence that will guide your writing
- Writing addresses multiple perspectives (i.e. various arguments) from multiple sources
- Writing is clear and coherent (i.e. does not stray from intent or purpose of the research questions[s] or thesis sentence)
- There is no visible grammar or mechanical inconsistencies in the writing
- Writing is organized into multiple paragraphs
- Writing follows APA conventions and formats (please see Webb’s handout and OWL Purdue’s Online Writing Lab for suggestions on APA)
- Writing displays effective and correct use of citations (in-text quotations, such as parenthetical citations and paraphrases)
- Writing displays use of multiple sources (i.e. primary and secondary)
- References are displayed at the end of the writing
- Effective and correct use of images and graphs or charts in the writing

10 points for each category (there are 10 categories, bullet points)

If any one category is severely lacking, then 10 points will be deducted from 100 points

If you visit the Writing Center 3-5 times for this project, you will receive 5 extra points to final grade

Interpretation or Thinking-It-Out Assignment

- **Find an artifact, which can be a:**

- Movie
- Book
- Short story
- Poem
- Article, in a magazine or in a newspaper
- Song
- Picture
- Art
- Building
- Television show

- **Once you have chosen your artifact, you will:**

- Interpret it (interpretation is the way you see things, your perceptions of things, points of view, opinion with some analysis of something)
- You can cite other sources in your interpretation of the artifact (optional)
- Provide description, elaborate, on the artifact, questions to follow:
 - Why is this artifact important to you? (opinion, some bias)
 - How (or why should it be) is it important to society? What is its significance?
 - How is the context of the artifact important? What is the context (setting, time period/era)?
 - What outside connections can you make to this artifact that could help to make it more significant?
 - How has this artifact been portrayed in the media? Has it been portrayed in the media? Why or why not?

Expectations for the Interpretation Assignment

Interpretation –Explaining how we understand and perceive; explicating what we observe

- **What or how we interpret?**
 - **Do not take anything at face value** (because it depends on the situation)
 - **Perception** – A lens or lenses in which we view something (how we make meaning of something ... how we make something important to our lives)
 - **Ideologies** – A set of values or beliefs that are political, economic, social, or cultural (biases) that influence our thinking and perceptions of things around us
 - **Artifact** – The subject material (human made) we are actually interpreting, material we are actually interpreting
 - **Product** – The actual interpretation of the artifact(s) (your total creation, please samples I handed out in class)
 - **Analysis** – In the product, we are offering some form or some level of analysis
-

Good interpretation:

- **Some kind of artifact** (i.e. poem, song, book, movie, etc.)
- **Introduction of what it is you are interpreting** (short description of the artifact itself, perhaps give the historical, social, or political relevance of the artifact itself)
- **Thorough descriptions of passages or phrases or scenes messages the artifact** (Analysis and examples within the artifact)
- **Opinion** (of what the artifact's message[s] are conveying to you ... limit bias or at least acknowledge it in your writing)
- **Design of the product** = please see handouts

Poor interpretation:

- **No artifact** (or just the mention of the artifact with no background or historical context to it, no “framework” in which the audience can view how you are interpreting it)
- **No introduction** to what the artifact is you are interpreting
- **Just a song, poem, or story with no opinion or analysis**
- **Not describing or elaborating on the scenes, passages, phrases, or messages in the artifact** (not explaining the messages[s] being conveyed in the artifact)
- **Altogether lack of description or elaboration in your writing**

Interpretation Assignment Grading Rubric

Below are the criteria that I will be using to grade your interpretation assignment.

Grading Scale:

100-90 = **A**

89-80 = **B**

79-70 = **C**

69-60 = **D**

Anything below a 60 = **F**

Description of the artifact: Describes the importance of the artifact to the writer and/or to society

Artifact: This is the actual thing (i.e. picture, text, video, song, etc.) that you are interpreting

Analysis: Analyze the artifact, choosing certain qualities or aspects of the artifact that are important to you and possibly relevant in society

Final Grade: _____

How to Create a Survey Activity

The Scenario: Imagine that your social science class (i.e. sociology, psychology) has just assigned you and your group an assignment that requires you to conduct primary research⁵ by means of developing a research question⁶ and creating an original survey to collect data⁷ to answer your group's research question. The research question and the survey must be over the area of social media sites such as Facebook, Twitter, or FarmVille.

- **Research Question Option 1:** How many times a day do people check their Facebook pages for updates?
- **Research Question Option 2:** How many times a day do people log into FarmVille?
- **Research Question Option 3:** How often do people update their Twitter status?

Step 1: Designing the Survey

Now that you have developed the research question for your research (i.e. choose one from above for the sake of this in-class activity), you will need to create/develop 3-5 questions that will help your group answer your research question. **NOTE OBSERVATION:** Notice that all of the research questions are created where you can collect data that is numerical, which is basically called "quantitative research"⁸ because the data you collect will be expressed numerically.

In order to do this, you will need to use also choose a "format" to present your survey questions in for people to answer.

- **Survey Format:** Since most of the research questions are worded "how many," you might want to think of using number ranges in your survey. The questions you ask should be no more than 3 or 5 questions. Sample survey: <http://www.hkadesigns.co.uk/websites/msc/rem/images/likert.gif>. Questions to consider: WHAT KINDS OF QUESTIONS WILL YOU ASK? HOW MANY QUESTIONS WILL YOU ASK? HOW WILL YOU WORD OR PHRASE YOUR QUESTIONS? WHAT KIND OF SCALE WILL YOU USE?
- **TIP 1:** When developing the questions for your survey, please keep in mind your research question because that is what is guiding your research outcomes.
- **TIP 2:** Make sure that you write a short "introduction" at the beginning of the survey, somewhat detailing what the survey is about, the confidentiality of the data collected, etc.
- **TIP 3:** Make sure that you have clearly asked questions, no misspelled words, and make sure that your writing is consistent and concise as possible.

Step 2: Distributing the Surveys and Analyzing the Data

After you have designed your survey, the next step is to distribute it to your classmates. For this part of the activity, you will need to hand write about 4-6 copies of your survey and distribute them to another group in the class. Once you collect all of the surveys, you will need to see how many people answered each question. Once you calculate how each many times each person answered each question, you will need to offer a brief discussion analyzing the data that you have calculated. WHAT DO THE NUMBERS TELL YOU? WHAT DO THE RESULTS TELL YOU? WHAT MORE RESEARCH COULD YOU DO?

Step 3: Reporting Your Findings to the Class

The final step in this activity is to present your findings to the class. (NOTABLE MENTION: [SurveyMonkey.com](http://www.surveymonkey.com))

⁵ Primary research – "Primary research is any type of research that you go out and collect yourself. Examples include surveys, interviews, observations, and ethnographic research. A good researcher knows how to use both primary and secondary sources in her writing and to integrate them in a cohesive fashion" (retrieved from *OWL Purdue Online Writing Lab*, 2010).

⁶ Research question – "A question that specifically states what the researcher will attempt to answer" (retrieved from the University of Texas terminology databases, 2010).

⁷ Data – "Information gathered for the purpose of research, assessment, or evaluation" (retrieved from the University of Texas terminology databases, 2010).

⁸ Quantitative research – "Research that deals with the quantities of things and that involves the measurement of quantity or amount, applied to advertising audience research to develop actual numbers of audience members in order to accurately measure market situations" (retrieved from *Answers.com*, 2010).

The “Interviews” Assignment

Goals:

- To introduce students to genres of writing, arguments, argumentations, and the use of rhetoric within various professions
- To introduce students to various methods of professional and academic research (using primary and secondary sources) and writing
- To introduce students to various methods of conducting research
- To introduce students to reflective writing

Objectives:

- Students will learn how to develop questions to ask in an interview
 - Students will learn how to write a professional email
 - Students will conduct a series of 3 semi-interviews and write reflections or reports on each of one of them, as well as one large reflection or report synthesizing all of them together in APA format
-

The assignment description

Writing Assignment = 3 Semi-Interview Reflections or Reports and 1 final reflection or report over all 3 interviews (of your overall grade): This writing assignment is a series of 3 interviews conducted in 3 different communities: *Academic* or *professional*. Some of the requirements and expectations for this assignment are listed below:

- Locate individuals to interview
- Develop relevant questions to ask an interviewee
- Set up a meeting time either through the email or by the telephone
- Act polite at the interview
- Ask questions slowly
- Allow adequate time for interviewee to respond and to elaborate
- Take notes during each interview
- Be conscious of interviewee’s time
- Thank interviewee for their time and answers
- Write a 600-900 word reflection or report on interviewee’s responses and any observations you have made
- Send a email thanking the interviewee for their time and help
- Ask the interviewee if they would like to read a copy of the reflection or report you wrote after the interview

After all 3 reflections or reports are written, synthesize them into 1 large written document, adding any new information or insight you have gleaned through this assignment.

- Please see below for a breakdown of what you need to do:
 - 600-900 words-typed, double-spaced reflective essay of Interview 1 (academic or professional interview in APA format)
 - 600-900 words -typed, double-spaced reflective essay of Interview 2 (academic or professional interview in APA format)
 - 600-900 words -typed, double-spaced reflective essay of Interview 3 (academic or professional interview in APA format)
 - 1,000-1,700 words-typed, double-spaced final essay, synthesizing all 3 interviews into one essay (in APA format)

This assignment will be due on _____ by _____.

Weekly class plans for this assignment

Week 1:

- Start discussing the “interview assignment,” [show past student examples](#) and answer questions.
- Weekly Discussion 1* (in-class discussion): Primary research, interviews, developing questions for interviews, how to “find people,” how to write a formal email, take notes, interviewer etiquette.
- In-class readings: [US higher education: A cultural introduction](#) & [Writing in North American higher education: A primer for international students](#) (and then QUESTION both readings! When should we be consistent with formats and conventions? Using the “I” in your writing? What is “plagiarism?” and many more...)
- Reference Reading:
 1. *The Brief McGraw-Hill Guide*, pp. 861-869 (how to conduct primary research semi-interviews) ALSO pages A-32-A-33 (for how to write an effective email).
 2. [“The interview process” by Mary Beth Elmer](#) (PDF file)

Week 2:

- Short discussion over readings (if there are any questions)
- Activity - Mock interview with a classmate.
- Discussion about developing interview questions (the whole class helps develop questions to ask/not to ask).
- “Do’s & Don’t’s of interviews” – class comes up with a list
- Writing formal emails.
- Locating individuals to interview.
- Reference Reading:
 1. [“Qualitative interview design: A practical guide for novice investigators” by Daniel W. Turner III](#) (PDF file)
 2. OWL “Interviewing” (<http://owl.english.purdue.edu/owl/resource/559/04/>)

Week 3:

- Workshop Day** – Issues/Problems locating individuals and developing questions.
- Short discussion over readings (if there are any questions)
- Weekly Discussion 2* (in-class discussion): What is [reflective writing](#)? How to reflect on your interviews? How to synthesize all 3 interviews into 1 essay.
- In-class readings (handouts): On [rhetoric & argumentation](#) and [APA](#)
- Reference Reading:
 1. [“Conducting in-depth interviews: A guide for designing conducting in-depth interviews for evaluation input” by Carolyn Boyce and Palena Neale](#) (PDF file)

Week 4:

- Workshop Day** – On interviews, finding those people, developing those questions, emailing, writing those reflections reports, making back-up plans, more stuff; go over rubric for 3 interview reflective essays and final reflection or report.
- Short discussion over readings (if there are any questions)
- Reference Reading:
 1. [“A method for the analysis of data from online educational research” by Alison Hramiak](#) (PDF file)

Week 5:

- Allow one week for writing out the reflections or reports (drafting) and for tweaking the drafts, as well as for teacher and student feedback

Choice 1: (Resume) & (Interviews)

This assignment will be due on _____.

A professional resume and a series of three interviews conducted in three different communities: *personal*, *department on campus*, and *peer/classmate*. Students will write a reflection of each interview. The reflection will range between 500-800 words. After all three reflections are written, students will synthesize them into one piece of writing, adding any new information or insight you have gleaned through this assignment. This final synthesized piece of writing will range between 900-1,200 words. Writing will be in APA style.

Writing Assignment Breakdown

- 1 professional resume (create one or improve the one you already have)
 - 500-800 word reflective document of Interview 1 (family member or close friend interview)
 - 500-800 word reflective document of Interview 2 (someone from a campus department interview)
 - 500-800 word reflective document of Interview 3 (classmate interview)
 - 900-1,200 word final document, synthesizing all 3 interviews into one document
-

Choice 2: (Resume) & (Interviews)

This assignment will be due on _____.

A professional resume and a series of three interviews conducted in three different communities: *professional*, *business*, or *academic*. Students will write a reflection of each interview. The reflection will range between 500-800 words. After all three reflections are written, students will synthesize them into one piece of writing, adding any new information or insight you have gleaned through this assignment. This final synthesized piece of writing will range between 900-1,200 words. Writing will be in APA style.

Writing Assignment Breakdown

- 1 professional resume (create one or improve the one you already have)
- 500-800 word reflective document of Interview 1 (someone within your profession)
- 500-800 word reflective document of Interview 2 (someone within your major or discipline)
- 500-800 word reflective document of Interview 3 (someone within your field in general)
- 900-1,200 word final document, synthesizing all 3 interviews into one document

The Resume Grading Rubric

A check mark indicates that you receive full credit.

This assignment is due on: _____.

GRADING SCALE

7 check marks = 98: A, 6-5 check marks = 89: B, 4 check marks = 79: C, 3 check marks = 69: D; 2-0 check marks = F.

Student's Name: _____

- Does the resume follow the template provided (or an approved template)? _____
- Is the resume consistent throughout (i.e. font size for headings, text fonts, etc.)? _____
- Does the resume display the student's best achievements, activities, organizations, awards, etc.? _____
- Does the resume list at least two references? Or state "references upon request?" _____
- Are all words, names, schools, etc. spelled correctly on the resume? _____
- Are acronyms spelled out in full? _____
- Is the resume relatively free of non-standard academic uses of English? Are deviations of style/usage appropriate and effective? _____

Total Grade: _____

Grading rubric: The "Interviews" Assignment

Each check mark indicates that you have engaged in the required tasks in order to complete the assignment. A check mark indicates that you receive full credit.

Due on: _____ by _____.

GRADING SCALE

16-14 check marks = 98: A, 13-11 check marks = 89: B, 10-8 check marks = 79: C, 7-5 check marks = 69: D; 4-0 check marks = F.

Name: _____

- You stayed in constant contact with your composition teacher and any team members during the construction of portfolio one and has the necessary documentation to prove it (i.e. emails, plans, phone numbers, class meetings/discussions) _____
- You have arranged a visit(s) to your campus community(ies), have proof of the email that you sent to conduct an interview, as well as the response of the individual(s) _____
- You have developed appropriate questions that you plan to ask individual(s) within various discourse communities, with constructive feedback from any peers, and composition instructor (i.e. in-class conferences or separate conferences with me outside of class) _____
- You have adequately reflected on the answers or responses from the staff, faculty, or individuals from the various discourse communities, as well as proof (i.e. that the those individuals have approved the use of that information within an academic essay or in a presentation on campus) _____
- You have proof of any rough drafts (reflection or reports), as well as a final essay, that shows both primary and secondary sources (if any) properly cited _____
 - Reflective interview documents (3 total mini-writings, 600-900 words-typed each):
 - 1 from an academic community _____
 - 1 from a personal/professional community _____
 - 1 from your campus/professional/academic community _____
 - Final document (Synthesizing all 3 interview reflections or reports into one, 1,000-1,700 words-typed):
 - Does the writer describe the various communities/observations/answers in detail? _____
 - Is your writing relatively free of non-standard academic uses of English? Are deviations of style/usage appropriate and effective? _____
 - Is there a logical flow to your ideas? _____
 - Is each paragraph unified? _____
 - Are there effective transitions between your paragraphs? _____
 - Does the writer exhibit appropriate appeals and an awareness of audience, purpose, and context? _____
 - Does it encourage the reader to read the essay? _____
- You have shown that you have fully reflected on the primary research (i.e. the interviews) _____

Total Grade: _____

Literature Circles (Reading Groups)

We will be utilizing literature circles this semester. We will be using them because they will help us fully and thoroughly discuss important key elements in the literature we read.

For all of the readings we cover in class, I will provide a series of questions to ask. However, you may also ask your own questions.

Each literature circle will contain 3-4 individuals.

All students will be expected to participate in their literature circles by engaging in discussions, asking questions about the readings, and answering those questions.

Some important factors to make your literature work for you:

- Read the literature
- Annotate your readings (keep notes)
- Jot down questions
- Highlight certain passages that you think are important or that you have a question about
- Keep an open mind during group discussions about the readings
- Define or research key terms or concepts that are mentioned in the readings

When addressing and discussing the readings and the questions about the readings, you will want to let all of the group members speak and ask questions. In order to do this, you might want to break up your group into roles, such as **questioner** (group member that asks or addresses questions about the readings), **analyzer** (group member that provides a detailed analysis of the readings), and **writer** (group member that writes down what is being said about the readings). In order to keep the roles fresh, you will want to rotate them among your group members.

The Research Proposal Assignment

The proposal writing assignment is meant to help you get a hold or a better understanding of the research question(s) or topic you are researching.

The Research Proposal itself is around 200-300 words and basically explains these five areas (or more):

- What is the purpose of your research? What question(s) are you asking? Why?
- Why is this question(s) or topic important for you to research and write about?
- How do you plan to go about researching this research question or topic?
- Have at **least 4 credible sources**, can be primary and secondary sources
- Have a timeline for when things need to be done

You are also encouraged to share any links, articles, or sources that you have researched about your topic in the research proposal.

This assignment will be due on _____.

Writing Assignment Breakdown

- 1 Research Proposal (200-300 words) dealing with your research

Research Proposal Grading Rubric

Each check mark indicates that you have engaged in the required tasks in order to complete the assignment. A check mark indicates that you receive full credit.

Due on: _____.

GRADING SCALE

8 check marks = 98: A, 7-6 check marks = 89: B, 5-4 check marks = 79: C, 3 check marks = 69: D; 2-0 check marks = F.

Name: _____

- Is your research proposal and abstract relatively free of non-standard academic uses of English? Are deviations of style/usage appropriate and effective? _____
- Is there a logical flow to your ideas? _____
- Does your research proposal incorporate/explore/develop multiple perspectives from your initial research in detail? _____
- Are there any biases present in your research? _____
- Does the research proposal identify the writer's own perspective in detail? _____
- Does the writer exhibit appropriate appeals and an awareness of audience, purpose, and context? _____
- You have proof (i.e. list of sources, working bibliography) that you have been "reading around" about your topic/research question(s)/area(s) of interest _____
- Is the research proposal between 200-300 words _____

Total Grade: _____

Three reading responses from three articles and one cumulative response

These three reading responses will be done during class. The instructor will provide all three articles. Please below for a description for each of the three reading responses. The articles will follow some kind of logical order and will be supplemented with other texts and/or videos.

Reading Response 1 (Due on _____):

- Read the article in class
- Take notes or make comments while reading the article (if you feel the need)
- Write a response to the article, the final response must be typed
- **Summarize** (Rehash what the article is telling the reader)
- **Analyze** (Break down the different ideas in the article)
- **Interpret** (Translate the article for a twelve-year-old to understand)
- **Personalize** (Explain how the article is related to your life. Offer some of your own opinions and insight about the article)
- **Use quotes from the article** (Remember citation styles, such as APA)
- Spellcheck your response
- Be consistent with your font size, color, and type
- Post to wiki
- Bring to class on discussion day

Reading Response 2 (Due on _____):

- All of the above as for reading response one
- **Additional: Connect** your analysis and interpretation to Reading Response One (Compare and contrast to the article you read before this one)

Reading Response 3 (Due on _____):

- All of the above as for reading response one
- **Additional: Connect** (Compare and contrast to the articles (both) you read before this one).
- **Additional: Research** (Describe in detail something that you do not understand in the article i.e. words, concepts, ideas, terminology, etc)

Cumulative Response (Due on _____):

- Gather all 3 reading responses and articles
- **Argue** (Locate your perspective based on your interpretations of the three articles)
- **Focus** (Find one common theme [there will be many] that run through all three articles)
- **Explain** (Explain how the articles relate to the chosen theme)
- **Reason** (Describe why the theme you chose is important)
- **Sources** (Bring in two sources that relate to your chosen theme)
- **Personalize** (Explain how the theme is related to your life)
- Must be typed, APA
- Spellcheck your response
- Post to wiki
- Bring to class on discussion day

Guiding questions (to ask when reading and discussing the articles in class):

- What is the article arguing or what information is being conveyed in this article?
- What definitions does the author give you?
- What quotes or passages stick out to you in the article?
- What examples of argument(s) or situation(s) does the author give in this article?
- How does this article connect to or add to the arguments and/or situations in the first, second, or subsequent articles?
- What kinds of examples can you give of other arguments and/or situations that are similar to or connected to the argument being made in this article?

Holistic Scoring Rubric for the Reading Responses

Categories Being Graded	0 = No credit for written response (F)	1 = Poor written response (D)	2 = Fair written response (C)	3 = Good written response (B)	4 = Excellent written response (A)
<p><u>Summary</u> (of the entire article using “direct quotations” as well as paraphrased information from the articles)</p>	<p>θ Writing is strewn with grammatical and mechanical inconsistencies</p> <p>θ Writing does not follow required formats and conventions of APA</p>	<p>θ Writing has recurring grammatical and mechanical inconsistencies</p> <p>θ Writing does not always follow the required formats and conventions of APA</p>	<p>θ Writing has very few grammatical or mechanical inconsistencies</p> <p>θ Writing loosely follows the formats and conventions of APA</p>	<p>θ Writing has practically no grammatical and mechanical inconsistencies</p> <p>θ Writing follows the formats and conventions of APA</p>	<p>θ Writing has no visible grammatical and mechanical inconsistencies</p> <p>θ Writing correctly follows the formats and conventions of APA</p>
<p><u>Analysis</u> (“direct quotations” and/or paraphrased information from the articles are explained in greater detail)</p>	<p>θ Writing is not cohesive, there are no transitions between sections, ideas, and paragraphs</p> <p>θ Writing is incomplete, there are missing sections, paragraphs, and information</p>	<p>θ Writing is sometimes lacking in description and depth/breadth from the article(s)</p> <p>θ Writing does not use any outside examples to clarify a point(s) in the article(s)</p>	<p>θ Writing does contain a reasonable amount of description and depth/breadth from the article(s)</p> <p>θ Writing does not use any outside examples to clarify a point(s) in the article(s)</p>	<p>θ Writing contains description and depth/breadth of the article(s)</p> <p>θ Writing does use one or two outside examples to clarify a point(s) in the article(s)</p>	<p>θ Writing contains description and depth/breadth of the article(s) and uses examples outside of the article(s) to emphasize points and arguments in the article(s)</p>
<p><u>Interpretation</u> (of the article’s main points and/or arguments)</p>	<p>θ Writing lacks description and depth/breadth from the article(s)</p>	<p>θ Writing does not use any outside examples to clarify a point(s) in the article(s)</p>	<p>θ Writing is reasonably cohesive and has effective transitions between sections, ideas, and paragraphs</p>	<p>θ Writing is cohesive but some transitions between sections, ideas, and paragraphs are rough sometimes</p>	<p>θ Writing is cohesive and has effective transitions between sections, ideas, and paragraphs</p>
<p><u>Personalization</u> (state your own opinions of the information presented in the article(s))</p>	<p>θ Writing does not use any outside examples to clarify a point(s) in the article(s)</p>	<p>θ Writing is sometimes not cohesive, there very few transitions between sections, ideas, and paragraphs</p>	<p>θ Writing is reasonably cohesive and has effective transitions between sections, ideas, and paragraphs</p>	<p>θ Writing contains in-text quotes/paraphrases correctly cited</p>	<p>θ Writing contains in-text quotes/paraphrases correctly cited</p>
<p><u>In-Text Citations</u> (“direct quotations” or paraphrased information from the articles)</p>	<p>θ Writing does not have any in-text quotes/paraphrases</p>	<p>θ Writing lacks in-text quotes/paraphrases</p> <p>θ Writing poorly synthesizes (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing contains a reasonable about of in-text quotes/paraphrases</p> <p>θ Writing offers some synthesis (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing has a reasonable amount of synthesis (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing offers a comprehensive and thorough synthesis (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>
<p><u>Synthesis and Connection Between All of the Articles</u> (information from the previous articles read for this assignment is used to support or show similarities between the other articles)</p>	<p>θ Writing does not synthesize (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing does not synthesize (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing does contain a reasonable amount of synthesis (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>	<p>θ Writing contains in-text quotes/paraphrases correctly cited</p>	<p>θ Writing offers a comprehensive and thorough synthesis (makes connections) between articles being read (this is for the 2nd, 3rd, and subsequent articles)</p>

Rhetorical Analysis Research and Writing Assignment

This is a rhetorical analysis that starts with an “**artifact**,” such as a book, story, movie, poem, song, etc. You may even choose an excerpt or a passage from a song, book, or movie to analyze. You will need to check with the instructor about the choice you make. Once you have located your artifacts, you will be required to locate the **message(s)** they are sending or represent.

Once you have located your artifact, you will need to ask yourself a series of questions about it:

- What is/are the message(s) that you can locate within the artifact(s)?
- How is/are the message(s) expressed in the artifact(s)?
- How can you develop a research questions and/or a thesis sentence about the message(s)?
- What kinds of primary and secondary sources can you locate in order to answer or support your research question and/or thesis sentence?
- How can you use examples from the artifact(s) to support or research question and/or thesis sentence?

Remember, you are not necessarily making an argument (although you certainly can if you wish to), but instead are using your artifact(s) to locate the message(s) it is sending, develop a research question and/or thesis sentence on or about it, then research it, using examples from the artifact(s) you have chosen.

Research and writing requirements:

- Use in-text citations (parenthetical [direct] quotes or paraphrases) from the sources your analyzing (Remember citation styles, such as APA)
- Use between 5-8 primary or secondary sources that directly addresses your research question and/or thesis sentence (the artifact[s] you use could count as sources, check with your instructor)
- Visit the Writing Center, spell-check your writing, or have a trustworthy peer read your writing for feedback
- Be consistent with your font size, color, and type
- Post to your PBWorks wiki page (either as an MSWord document or as a new page)

Rhetorical Analysis Scoring Rubric

Elements Graded	“A” writing and research contains:	“B” writing and research contains:	“C” writing and research contains:	“D” writing and research contains:	“F” writing and research contains:
<p>Artifact(s) used (i.e. poem, movie clip, book, song you have used to pull the message[s] from)</p> <p>Use of in-text citations from primary and secondary sources (APA format and style)</p> <p>Research question and /or Thesis Sentence that presents the message(s) from the artifacts that you are writing and researching about</p> <p>Use of videos, images, etc. in the writing</p> <p>Grammar and mechanics</p> <p>Multiple paragraphs (paragraphs in “increments,” as many as needed in order to persuade the reader of message[s] in your artifact or answer/address your research question)</p>	<p>ΦWriting effectively uses in-text citations (APA)</p> <p>ΦAt least one artifact or more is identified and used in the writing</p> <p>ΦWriting contains 5-8 primary and secondary sources</p> <p>ΦWriting establishes a strong connection between the artifact(s) and sources</p> <p>ΦWriting has a research question or thesis sentence that explains the purpose of the writing</p> <p>ΦWriting has a clear introduction</p> <p>ΦWriting is consistent in the logical organization of ideas, supporting facts, and theories</p> <p>ΦWriting has no visible grammar or mechanical errors</p> <p>ΦWriting has multiple paragraphs</p> <p>ΦThere is a reference page with sources on it in APA format</p> <p>ΦWriting displays an effective use of images/videos within the text (optional)</p> <p>ΦWriting has closing statements that addresses the main message(s) or research questions that were presented in the document</p> <p>ΦWriting relatively displays consistent format, fonts, and style</p>	<p>ΦWriting shows some inconsistencies in the use of in-text citations (APA)</p> <p>ΦAt least one artifact identified and used in the writing</p> <p>ΦWriting contains less than 5 primary and secondary sources</p> <p>ΦWriting establishes a connection between the artifact(s) and sources</p> <p>ΦWriting has a research question or thesis sentence that explains the purpose of the writing</p> <p>ΦWriting has a clear introduction</p> <p>ΦWriting is sometimes inconsistent in the logical organization of ideas, supporting facts, and theories</p> <p>ΦWriting has a few visible grammar or mechanical errors</p> <p>ΦWriting has multiple paragraphs</p> <p>ΦThere is a reference page with sources on it not in APA format</p> <p>ΦWriting displays an effective use of images/videos within the text (optional)</p> <p>ΦWriting has closing statements that addresses the main message(s) or research questions that were presented in the document</p> <p>ΦWriting relatively displays consistent format, fonts, and style</p>	<p>ΦWriting shows many inconsistencies in the use of in-text citations (APA)</p> <p>ΦThe artifact is not clearly identified and used in the writing</p> <p>ΦWriting contains only 1 or 2 primary and secondary sources</p> <p>ΦWriting establishes a weak connection between the artifact(s) and sources</p> <p>ΦWriting has a research question or thesis sentence that explains the purpose of the writing</p> <p>ΦWriting has a weak introduction</p> <p>ΦWriting is largely inconsistent in the logical organization of ideas, supporting facts, and theories</p> <p>ΦWriting has many grammar or mechanical errors</p> <p>ΦWriting has multiple paragraphs</p> <p>ΦThere is a reference page with sources on it not in APA format</p> <p>ΦWriting displays an ineffective use of images/videos within the text (optional)</p> <p>ΦWriting has weak closing statements that addresses the main message(s) or research questions that were presented in the document</p> <p>ΦWriting does not display consistent format, fonts, and style</p>	<p>ΦWriting shows many inconsistencies in the use of in-text citations (APA), missing citations</p> <p>ΦThe artifact is not identified and used in the writing</p> <p>ΦWriting contains no primary and secondary sources</p> <p>ΦWriting has no research question or thesis sentence that explains the purpose of the writing</p> <p>ΦWriting has a weak introduction</p> <p>ΦWriting is inconsistent in the logical organization of ideas, supporting facts, and theories</p> <p>ΦWriting is ripe with grammar or mechanical errors and inconsistencies</p> <p>ΦWriting has very few multiple paragraphs</p> <p>ΦThere is no reference page with sources on it</p> <p>ΦWriting displays an ineffective use of images/videos within the text (optional)</p> <p>ΦWriting has weak closing statements that addresses the main message(s) or research questions that were presented in the document</p> <p>ΦWriting does not display consistent format, fonts, and style</p>	<p>ΦWriting shows many inconsistencies in the use of in-text citations (APA), or sources are not cited</p> <p>ΦThe artifact is not identified and used in the writing</p> <p>ΦWriting contains no primary and secondary sources</p> <p>ΦWriting has no research question or thesis sentence that explains the purpose of the writing</p> <p>ΦWriting has no introduction</p> <p>ΦWriting is inconsistent in the logical organization of ideas, supporting facts, and theories</p> <p>ΦWriting is ripe with grammar or mechanical errors and inconsistencies</p> <p>ΦWriting does not have multiple paragraphs</p> <p>ΦThere is no reference page with sources on it</p> <p>ΦWriting displays an ineffective use of images/videos within the text (optional)</p> <p>ΦWriting has no closing statements that addresses the main message(s) or research questions that were presented in the document</p> <p>ΦWriting does not display consistent format, fonts, and style</p>

Heuristics for the Rhetorical Analysis Research and Writing Assignment

Step 1: Locate an Artifact – (i.e. song's lyrics, clip from a movie, part of a book, a piece of art, etc.) - Please choose your artifact carefully, because it will be the basis on which you will base your analysis on

Analyze, summarize, interpret the artifact:

- What is the artifact? When was it created? Who created it?
- Is there any social or historical significance to the artifact? Explain.
- What is the song's lyrics, movie clip, part of a book, piece of art, etc. about?

Step 2: Locate and Describe the Message(s) in the Artifact

- What are the message(s) in the artifact?
- How are the message(s) significant or important?
- How is this message(s) viewed within society? Explain
- Is there an argument in your messages(s)?

Step 3: Start formulating a Research Questions(s) about the Message(s) from the Artifact:

- If you pose a question in the beginning of the analysis, then you will be expected to answer it in the analysis
- You may pose rhetorical questions toward the end of the analysis, leaving them for the readers to answer or research for themselves
- You may also pose an argument based on the message(s) you located in your artifact

Step 4: Research and Analyze the Research Question(s)

- Yes, you will need to locate and use secondary sources (i.e. websites, journal articles, newspaper articles, books, etc.) and use information (i.e. direct quotes, paraphrases) in your analysis
- **DON'T FORGET THE ARTIFACT!** Remember, you can use scenes, quotes, etc. from your artifact as examples throughout your analysis
- Yes, you will need to cite all of your sources in APA, this is for information used within your analysis and in the reference section of your analysis

Step 5: Conclusions

- You may state an argument if your analysis led you
- You may also restate what it is that you said in the analysis

Read, Write, Respond, Grade Project

The importance of doing a “close reading,” that means reading the article really close to your face, not really, it means reading and re-reading an article very carefully, paragraph by paragraph, sentence by sentence, and sometimes word by word. We do a close reading in order to understand the message(s) the writing is trying to convey to the reader, interpreting and analyzing the content in the writing. Sometimes this even means looking up a word or concept that you do not understand.

Doing a close reading sometimes means doing a re-reading of the article. So, you must have patience when reading, and if you are a “speed reader,” it might mean slowing down a little bit, or you might miss important points or passages. If you are a “slow reader,” it might mean getting started a little earlier in order to allow yourself enough time to read and then write s paper on it.

If you are required to write a paper on a certain article, you might need to take notes or make annotations on the article itself.

Here is the plan:

You will be working with a classmate all semester on this project.

You and your partner will be doing a close reading of four articles, but each one of you will be only writing a lengthy paper on two articles.

However, you will also be responsible for knowing the arguments and information in your partner's articles. You will be responsible for their two articles because you will be grading their writing toward the end of the semester. And your partner will be doing likewise.

This project will require dedication from you and your partner in order to be successful.

Instructor’s Note: [Have a short discussion with the class about this project. This might include a video about teamwork and then a short discussion over it. Or it could creating a list of expectations that the students themselves come up and will follow on this project. Once the list is complete, it will be typed and printed out and each partner will have to sign it, similar to a contract that they are agreeing to follow the expectations.]

Here is the assignment description below, please read it carefully:

The project

Step 1: Read article

Step 2: Write an 800-1,000 word response to it, addressing these aspects:

- What is/are the main point(s) in this article?
- What establishes the article as being credible, one that you could rely on for research purposes?
- What are two (or more) important direct quotes from the article? Please cite the direct quotations correctly, following your instructor's preferred citation format. Then, offer your own thoughts on why you think these two (or more) quotes are important in the article
- Analyze and critique the argument or information in the article. If you support the argument or information presented in the article, then clearly state why you support it
- What was missing from the article? You answer this by locating an article on your own that addresses the same issue, argument, or topic but more thoroughly
- Once you have your second article, you cite at least two direct quotes from it, analyze those quotes, and explain how this article discusses the issue, problem, or topic in more depth than the first one

Step 3: You will be assigned a classmate to trade your paper with and you will be asked to read and comment on it (when commenting on it, your main purpose is to focus on the content, however, you may also comment on the grammar, punctuation, and spelling if it is atrocious and is preventing you from fully understanding what the writing is trying to convey). Once you have read it, you will then write a 100-200 word response to it, addressing these areas (You may write this response directly onto their paper or on a separate piece of paper):

- How did the writing clearly portray two main points?
- How did the writing clearly explain why the first article is credible?
- How did the writing use the direct quotations from the first article?
- How did the writing analyze and critique the argument and/or information in the first article?
- How did the writing address what was missing from the first article?
- How did the writing explain the second article's argument, handling of the issue or topic?

Step 4: Once you have written your response, you then will be required to grade it using the scoring rubric that your instructor provides. Please thoroughly examine the scoring standards on the rubric, because the grade you issue will be the grade that your classmate receives

*NOTE: If there is a conflict with the grade that was given, then the student who is contending the grade may require the instructor to "re-grade" the paper.

Scoring Rubric for the Read, Write, Respond, Grade Project

Main elements that will be assessed	1 Point = F	2 Points = D	3 Points = C	4 Points = B	5 Points = A
<p>Main points - First article</p> <p>Credibility - First article</p> <p>Use of direct quotations - First article</p> <p>Analysis and critique if the argument and/or information - First article</p> <p>Analysis, use of direct quotes, and explanation of a second article - How does the second article respond to the first article?</p>	<p>∅The writing does not explain the main point(s) from the first source</p> <p>∅The writing does not explain why the first source is credible</p> <p>∅The writing does not have any direct citations or paraphrases from the first source</p> <p>∅The writing does not use the format/style (i.e. APA, MLA, etc.)</p> <p>∅The writing does not have any analysis or does not critique in any way the argument(s) being presented in the first source</p> <p>∅The writing does not address what the first source is lacking (as far as content goes)</p> <p>∅The writing does not cite, analyze, critique, or compare a second source to the first source</p> <p>∅The writing is rife with grammar, spelling, and punctuation inconsistencies</p>	<p>∅The writing ineffectively and insufficiently explains the main point(s) from the first source</p> <p>∅The writing ineffectively and insufficiently explains why the first source is credible</p> <p>∅The writing ineffectively and insufficiently uses direct citations or paraphrases from the first source</p> <p>∅The writing incorrectly uses the format/style (i.e. APA, MLA, etc.)</p> <p>∅The writing ineffectively and insufficiently analyzes or critiques the argument(s) being presented in the first source</p> <p>∅The writing ineffectively and insufficiently addresses what the first source is lacking (as far as content goes)</p> <p>∅The writing ineffectively and insufficiently cites, analyzes, critiques, or compares a second source to the first source</p> <p>∅The writing has many grammar, spelling, and punctuation inconsistencies</p>	<p>∅The writing briefly explains the main point(s) from the first source</p> <p>∅The writing briefly explains why the first source is credible</p> <p>∅The writing briefly uses direct citations or paraphrases from the first source</p> <p>∅The writing inconsistently uses the format/style (i.e. APA, MLA, etc.)</p> <p>∅The writing briefly analyzes or critiques the argument(s) being presented in the first source</p> <p>∅The writing briefly addresses what the first source is lacking (as far as content goes)</p> <p>∅The writing ineffectively cites, analyzes, critiques, or compares a second source to the first source</p> <p>∅The writing has grammar and punctuation inconsistencies</p>	<p>∅The writing effectively explains the main point(s) from the first source</p> <p>∅The writing effectively explains why the first source is credible</p> <p>∅The writing effectively uses direct citations or paraphrases from the first source</p> <p>∅The writing ineffectively uses the format/style (i.e. APA, MLA, etc.)</p> <p>∅The writing effectively analyzes or critiques the argument(s) being presented in the first source</p> <p>∅The writing effectively addresses what the first source is lacking (as far as content goes)</p> <p>∅The writing effectively cites, analyzes, critiques, or compares a second source to the first source</p> <p>∅The writing has very few grammar and punctuation inconsistencies</p>	<p>∅The writing effectively and sufficiently explains the main point(s), giving details and examples, from the first source</p> <p>∅The writing effectively, creatively, and sufficiently explains why the first source is credible</p> <p>∅The writing effectively, creatively, and sufficiently uses direct citations or paraphrases from the first source</p> <p>∅The writing correctly and effectively uses the format/style (i.e. APA, MLA, etc.)</p> <p>∅The writing effectively analyzes or critiques the argument(s) being presented in the first source</p> <p>∅The writing effectively addresses what the first source is lacking (as far as content goes)</p> <p>∅The writing effectively cites, analyzes, critiques, or compares a second source to the first source</p> <p>∅The writing has no visible grammar and punctuation inconsistencies</p>

Rhetorical Analysis X 2 Project

Rhetoric is the process of persuasion. When dealing with a complex issue, argument, problem, or topic, someone or a group of individuals might try to persuade you to their side because they believe it is the “right” solution. In doing so, they might try to convince you by presenting you with images and words that draw on your sense of ethics, sympathies, or logic.

The classical Greek philosopher Aristotle called these three appeals, ethos, pathos, and logos. Ethos appeals to the credibility of the author or speaker. Pathos appeals to the audience’s sympathies about a certain argument or topic. Logos appeals to the audience’s logic and reasoning.

Instructor’s Note: [Show a video to portray rhetoric and/or an argument that is trying to convince an audience of something. Then, have a short discussion on it.]

Here is the description of the assignment we will be working for this project:

Step 1: locate an artifact, political or government image or document (NOTE: The image can be a photograph, a campaign slogan, or a video, but please check with your instructor to see if it is appropriate). As for the document, it can be a political speech, an amendment, a court ruling, or a political debate NOTE: Please check with your instructor to see if the document is appropriate).

Step 2: Once you have your image or document, please answer these questions below in paragraph form:

- How is the image or document rhetorically effective? Explain, does it address ethos, pathos, logos, or all of them? How?
- What is the ultimate message in the image or document?
- What is the main argument, issue, or problem addressed in the image or document?
- Why was this genre (format) chosen to display the information, argument, issue, or problem this way?

Step 3: Once you have effectively answered all of the questions above, you will create your own image or document that addresses the same information, argument, issue, problem, or topic. Be creative!

Rhetorical Analysis X 2 Project Rubric

The elements that will be assessed:

- How appropriate is your artifact for this project? Does the artifact address the same information, argument, issue, problem, or topic?
- How effectively have you addressed all of the questions:
 - How is the image or document rhetorically effective? Explain, does it address ethos, pathos, logos, or all of them? How?
 - What is the ultimate message in the image or document?
 - What is the main argument, issue, or problem addressed in the image or document?
 - Why was this genre (format) chosen to display the information, argument, issue, or problem this way?
- How effective is the image and/or document (the new artifact that you have created)?

Excerpt Activity #1

Please read the two excerpts below:

Excerpt from Henry Miller's book *Sexus* ... this excerpt is from "The Rosy Crucifixion" (1962, page 31)

"But if your heart is breaking with joy—well, it's a bit boring, don't you know. Tears are easier to put up with than joy. Joy is destructive" it makes others uncomfortable. 'Weep and you weep alone'—what a lie that is! Weep and you will find a million crocodiles to weep with you. The world is forever weeping. The world is drenched in tears. Laughter, that's another thing. Laughter is momentary—it passes. But joy, joy is a kind of ecstatic bleeding, a disgraceful sort of supercontentment which overflows from every pore of your being. You can't even make people joyous just by being joyous yourself. Joy has to be generated by oneself: it is or it isn't. Joy is founded on something too profound to be understood and communicated. To be joyous is to be a madman in a world of sad ghosts" (Henry Miller, 1962, page 31, *Sexus*).

Excerpt from *The Picture of Dorian Gray* by Oscar Wilde (1890, page 34)

"And Beauty is a form of Genius—is higher, indeed, than Genius, as it needs no explanation. It is of the great facts of the world, like sunlight, or spring-time, or the reflection in dark waters of that silver shell we call the moon. It cannot be questioned. It has its divine right of sovereignty. It makes princes of those who have it. You smile? Ah! When you have lost it you won't smile....People say sometimes that Beauty is only superficial. That may be so. But at least it is not so superficial as Thought is. To me, Beauty is the wonder of wonders. It is only shallow people who do not judge by appearances. The true mystery of the world is the visible, not the invisible..." (Oscar Wilde, 1890, page 34, *The Picture of Dorian Gray*)

Questions about the excerpts:

- What do you think the first excerpt is saying? What message(s) is it trying to convey?
- What do you think the second excerpt is saying? What message(s) is it trying to convey?
- What do the two excerpts have in common? Explain.
- How are the two excerpts different? Explain.

Excerpt Activity #2

Excerpt from *Mein Kampf* or *My Struggle*, Adolph Hitler

“As a whole, and at times, the efficiency of the truly national leader consists primarily in preventing the division of the attention of a people, as always concentrating it on a single enemy. The more uniformly the fighting will of a people is put into action, the greater will be the magnetic force of the movement and the more powerful the impetus of the blow. It is part of the genius of a leader to make adversaries of different fields appear as always belonging to one category only, because to weak and unstable characters, the knowledge that there are various enemies will lead only too easily to incipient doubts as to their own cause.

As soon as the wavering masses find themselves confronted with too many enemies, objectivity at once steps in, and the question is raised whether actually all the others are wrong and their own nation or their own movement alone is right.

Also, with this comes the first paralysis of their own strength. Therefore, a number of essentially different enemies must always be regarded as one in such a way that in the opinion of the mass of one’s own adherents the war is being waged against one enemy alone. This strengthens the belief in one’s own cause and increases one’s bitterness against the attacker” (Adolph Hitler, *Mein Kampf* [My Struggle], 1925-26, page 153).

Excerpt/Quotes from President Barack Obama

“One of the great strengths of the United States is ... we have a very large Christian population—we do not consider ourselves a Christian nation or a Jewish nation or a Muslim nation. We consider ourselves a nation of citizens who are bound by ideals and a set of values.”

“There are patriots who opposed the war in Iraq and there are patriots who supported the war in Iraq. We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America.”

“There is not a liberal America and a conservative America—there is the United States of America. There is not a black America and a white America and Latino America and Asian America—there’s the United States of America.”

“Today we are engaged in a deadly global struggle for those who would intimidate, torture, and murder people for exercising the most basic freedoms. If we are to win this struggle and spread those freedoms, we must keep our own moral compass pointed in a true direction.”

“We cannot continue to rely only on our military in order to achieve the national security objectives that we’ve set. We’ve got to have a civilian national security force that’s just as powerful, just as strong, just as well-funded.”

“Where the stakes are the highest, in a war on terror, we cannot possibly succeed without extraordinary international cooperation. Effective international police actions require the highest degree of intelligence sharing, planning, and collaborative enforcement” (all quotes are by Barack Obama).

After reading the two excerpts / quotes, please answer the questions below:

- How are the two excerpts similar?
- How are they different?
- How do they both use rhetoric (i.e. persuasive speech, how effectively do they communicate their message[s] to an audience[s])? Explain.
- Do you notice anything about the way they use language and words? Explain.

The elements of design will include:

- Line –linear and non-linear
- Shape –positive and negative forms of shape
- Direction –Horizontal, oblique, or vertical
- Size –relationships between shapes, lines, etc.
- Texture –rough, smooth, hard, soft, etc.
- Color –or lack of color
- Value –light to dark

The principles of design will include:

- Balance –the distance or light/darkness between shapes
- Gradation –the movement from light to dark, or from warm to cool colors
- Repetition –sameness and difference within the sameness
- Contrast –the juxtaposition of opposing elements, such as the colors red and blue
- Harmony –the combining of similar elements, finding similarities within the chaos
- Discord –the combining of dissimilar elements
- Dominance –of lines, shapes, or patterns
- Unity –the linking of various elements together in an image to give it more effect

Choose two visuals, and then apply the elements and principles above to them.

Image and Excerpt Activity #3



how different are we...?

The Colossus of Rhodes

“To you, o Sun, the people of Dorian Rhodes set up this bronze statue reaching to Olympus, when they had pacified the waves of war and crowned their city with the spoils taken from the enemy. Not only over the seas but also on land did they kindle the lovely torch of freedom and independence. For to the descendants of Herakles belongs dominion over sea and land.”

The Statue of Liberty

“Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
‘Keep, ancient lands, your storied pomp!’ cries she
With silent lips. ‘Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!’”

Artwork of the Colossus of Rhodes and photograph of the Statue of Liberty retrieved from Google Images, 2010. Inscriptions retrieved from Wikipedia.com, 2010

Two images: Compare/contrast (The Colossus of Rhodes and the Statue of Liberty), why are we examining these two these two images? Questions to consider:

- How are the images similar? Different?
- What is the connection between the image the words below it?
- What is the historical or social significance of these two images?
- What do you notice about the use of language and words? Explain.
- What does each image represent?
- Other

Visual-Textual Activity

Purpose: To understand how to find or create the right images for you text

Objective: To create a visual document that makes an argument

- Find or create an image(s), this can include drawings, pictures, etc.
- Find or create text (words) for that image, it can be on the form of a document, story, etc. as long as there seems to be an argument forming
- Once you are done merging the image(s) and words together, share it with the class, address these questions:
 - What made you choose the image, why is it important?
 - What made you choose the words for that image(s)?
 - How did you go about creating it? What argument(s) do you think it makes?

Questions to consider while doing this activity:

- What images will you use? Will you design some of your own imagery (you will be required to create at least two images for this assignment)?
- How will you use those images in comparison to words (if you use any)?
- What arguments are those images using to persuade you?
- What medium will you use to create your visual argument? How will you display it? Where?

Visual Rhetoric Activity

The purpose of this activity is to locate **1 or 2 visual images** (they may be pictures, advertisements, logos, etc.) that portrays, interprets, or represents in some form or fashion your argument or topic that you are researching. This activity will take two class periods and will culminate with a mini-presentation.

The idea behind this activity is to become more of an “active observer” rather than a “passive observer” to the images around you.

Step 1:

Once you have located your visual images, please create categories for them following these questions:

- **Category 1:** What is in the visual? (the facts, what is there, i.e. colors, shapes, content, etc.)
- **Category 2:** What is the visual lacking? (what is not there or could/needs to be there)

Step 2:

Once you have created these categories, please answer these questions below:

- Where did you retrieve this image?
- What is the image? Why is it important?
- Offer an analysis, about a paragraph or so, discussing the importance of what you picked out in your categories
- Explain the importance of some of the things you listed (in categories 1 & 2)
- Explain what could/needed to be included (in category 2)
- Explain any additional elements in your images
- Do you feel that the image represents what it is supposed to represent? How?

Step 3:

The final step will be to decide if you would create a new image to replace the ones that you have chosen. If you choose to or choose NOT to create a new image (use the computers or pen/pencil and paper), please answer these questions below:

- Why did you (not) choose to create a new image?
- How is your image different from the ones that you analyzed?
- Explain what your image represents and how it is any better.

Reading and Writing Assignment Description: Service-Learning Project

This project is worth _____ of your overall grade

Due on: _____

This service-learning project will require you to volunteer at a local non-profit organization. I will provide you with a list of possible non-profit organizations to volunteer at. You may also locate your local non-profit organizations. This project will involve 4 phases. These 4 phases are listed below:

- 300-500 word reading responses to the four articles and a short summary and some in-depth reflection on the three readings, offering honest and constructive criticism on them (four articles = four separate reading responses)
- 300-600 word background and history of your chosen local non-profit organization (i.e. from the non-profit organization's website or from the literature they have produced)
- 400-600 word semi-formal interview(s) with 1 or 2 individuals associated with the local non-profit organization
- 500-900 word reflection on your learning and volunteering experiences

The four service-learning articles we will be reading in class:

Adler-Kassner, L. (2000). Service-Learning at a Glance. *COLLEGE CYBERBRIEF* (newsletter). Reprinted with permission of the *National Council of Teachers of English*. Retrieved online as a PDF file on 10 October 2009. <<http://reflections.syr.edu/featured/KassnerLinda.pdf>>.

Butin, D. W. (2005). [Service-learning is dangerous](#). National Teaching & Learning Forum 14(4), <<http://www.ntlf.com/>>, pp. 1-5.

Herzberg, B. (1994). [Community service and critical thinking](#). *College Composition and Communication*, 45(3), 307-19.

Sigmon, R. (1979). [Service-Learning: Three Principles](#). *Synergist* (9)1, 9-11.

Research and Writing Grading Rubric: Service-Learning Project

This project is worth _____ of your overall grade

Due on: _____

NAME(s): _____

Grading Scale

11 check marks = 98: A, 10-7 check marks = 89: B, 6 check marks = 79: C, 5-4 check marks = 69: D; 3-0 check marks = F.

- Completed on time/due date (_____): _____
- 12 point font, Times New Roman, 1 inch page margins: _____
- Well-organized and logically constructed: _____
- Written responses to the four articles, 300-500 words for each reading response (a short summary and some in-depth reflection on the four readings, offering honest and constructive criticism on them, using direct quotes or paraphrased passages from the articles): _____
- Well-researched material and cited sources (i.e. background information and history of the local non-profit organization, this should be 300-600 words): _____
- 1-2 semi-formal interviews with individuals associated with the local non-profit organization, 400-600 words for each one (including well developed questions and responses and reflections to the interviewee's responses): _____
- Final reflection over learning and volunteering experiences, 500-900 words: _____
- Some kind of proof that you volunteered at the local non-profit organization (i.e. written document/form from the non-profit, a signed waiver): _____
- Few grammar mistakes (i.e. punctuation, misspelled words, etc.): _____
- Pictures/images/graphs (if used) well-placed and cited within the document: _____
- References listed: _____

Total: _____

Alternative Research and Writing Assignment to the Service-Learning Project

Project: Why Students and People Do Not Volunteer

Purpose: To collect information/data on why students and individuals in general do not volunteer within local communities

Goal: To gain a better understanding why students and people in general do not volunteer, what reasons they give for not volunteering

Objective: To conduct a survey (i.e. using surveymonkey.com), interviews, and use other sources of information dealing with why students and individuals in general do not volunteer within local communities, analyzing all of the data and sources, then writing an essay on it 600-1,000 words

Assignment Description: The hypothesis you are being presented with is this: *Students and individuals in general usually do not volunteer within local communities because they are too busy working, have a family to take care of, or are unaware of where or how to volunteer.* While we may have some assumptions about this hypothesis, the assumptions are not necessarily true for everyone. Therefore, we need to do research to find out the reasons why students and individuals in general do not volunteer within local communities.

This assignment will entail you collecting primary research data (i.e. from your online survey and possibly interviewing a few individuals on why they do not or cannot volunteer. Remember, people volunteer, so when you develop the statements/questions for survey, please also ask if they do or have volunteered in the past (or are volunteering currently). You may also ask the reasons why they volunteer (i.e. school, work, sports, church, etc.). You may also use any information you find using the Internet, magazines, the articles we have read in class, or in books (as long as they are respectable/credible sources).

Once you have collected your data from the survey and interviews (if you choose to do interviews), you will write your interpretation of the data/findings into an essay, following APA conventions. For APA conventions please see here: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Grading Rubric:

40% = Survey and questions/statements (to build your survey, you may use the Likert Model Scale located here as an example = http://www.southalabama.edu/coe/bset/johnson/lectures/lec6_files/image004.jpg)

10% = Use of other sources, such as interviews or information off of the Internet or texts from the in-class readings (i.e. direct quotes or paraphrased passages from the articles we read in class)

20% = Keeping the instructor informed of any progress or challenges on the assignment, this can be done through email, questions asked in class, or by letting the instructor read over drafts or survey findings

30% = The final essay will: 1) Interpret the survey data, 2) attempt to answer the research hypothesis mentioned above through the interpretation of the data as well as through the use of other sources such as the in-class readings, and 3) provide some insight into why students and individuals in general do no volunteer within local communities

Total = 100%

Writing a Bridge Project

What is it like to “write a bridge?” For the purposes of this project, you will be asked to research and write about how you would build a structure, such as a bridge, building, shelter, house, or some other kind of device or appliance made by humans. While doing this project, you may also want to think something can be “taken apart.”

The research part of this project will entail:

- Background reading on the thing or object you plan to build
- Credible sources on the process of building the thing or object
- Primary and secondary sources

The writing part of this project will entail:

- Creating a Technical Process Narrative, describing the process, steps and method you took in building the thing or object
- A Reflection Summary, describing your thoughts on the process and method, as well as the final result outcome of it
- A Debrief Summary, describing what you learned from this project

Style and formats for research and writing:

- All research should be correctly and consistently cited following APA (4-8 primary and secondary sources)
- The Technical Process Narrative should be written in a formal style, you may use personal pronouns, however, follow a professional format (750-1,200 words)
- The Reflection Summary can be written as a first person narrative (450-900 words)
- The Debrief Summary should be a formal document written in a way that describes what you have learned from the project (250-400 words)

Optional: You may include original designs or sample designs of what you are building. Please explain and clearly identify all images, pictures, figures, graphs and charts in your writing.

Creating a Contract for Group Projects

Create a contract – What goes into creating a contract for a group project?

- Breaking up of tasks – Designating responsibilities and roles of group members (who will do what?)
- Group management – Staying in touch with one another and the instructor, this also might include scheduling meetings outside of the class (i.e. phone numbers, emails, wiki, etc.)
- Creating a timeline – Groups should create a timeline on when certain parts of a project should be completed (i.e. a Gantt chart: <http://www.netmba.com/operations/project/gantt/>)
- Mediating and Resolving conflict – Within the group and with the instructor (how will this be done? always contact the instructor if there are issues or problems in the group)
- How to “fire” a group member – How many absences should a group member get from in-class workshops or from meetings outside of class on collaborative projects? What about group members not doing their part or any work? (once you are “fired” from a group, you have to do the work on your own)

What usually causes conflicts in group collaboration?

- Not showing up to class
- Not showing up to meetings outside of class
- Not staying in contact with group members
- Not participating in doing the work
- Doing work at the last minute
- Being too aggressive or dominating
- Other reasons...

Visual argument / presentation

Please check with the instructor if you think any graphic or explicit images/pictures will be displayed within your visual argument. The visual argument may have text in it. Your visual should be created with digital media (i.e. PowerPoint, YouTube, other kinds of video programs, etc., if other, please check with the instructor).

The presentation should be between 3-5 minutes, including questions from the audience.

Presentations will start on _____-.

Questions to consider for this assignment:

- How will you present your argument?
- What images will you use? Will you design some of your own?
- What arguments are those images using to persuade your audience?
- What medium will you use to create your visual argument (i.e. PowerPoint, Prezi, etc.)?

Grading Rubric for the Visual argument / presentation

If your visual presentation meets all of the criteria below, you will receive full credit for this assignment.

- The argument is clearly presented
- There is evidence that the students conducted research on their argument and/or message
- The sources are cited properly in APA format and style
- The writing is visibly free from any inconsistencies (i.e. grammar, punctuation, mechanics)
- The visuals (i.e. pictures, video, graphs, charts, etc.) are used effectively and have a purpose to argument you are making in your presentation
- Students present the information effectively, clearly, and consistently
- Students are prepared to answer questions from the audience, or have questions to ask their audience

PDF Book/Journal Presentation – This will be a class project

Okay, so for our last major project, we will be working together as a class. The purpose of this project is to create a book or a journal of all of the research papers that we have done in this class. As a class, we will conduct workshops (during class times), where teams will be created to address different features on how the book/journal will be designed. The **Editor-in-Chief (the instructor)** will solve disputes and have ultimate final say on the outcomes and book/journal will oversee the construction of the book/journal. The Editor-in-Chief must approve all aspects of this project.

This assignment will consist of a “bull pen” kind of atmosphere, which means there will be:

- In-class workshops
- Checkpoints on the progress of the book/journal
- An “editor-in-chief” (the instructor)
- Intra and Inter Team work (that means participation within your own team and within others as well)
- Deadlines (set by teams and approved by the Editor-in-Chief)

There will be five teams, with 3-5 members per team:

- **Team 1: Format of the book/journal**
 - This team will decide the format (i.e. book, journal, magazine, newspaper) and work with the Layout and Design team (Team 4)
- **Team 2: Proof reading and editing**
 - This team will be responsible for checking over the grammar, punctuation, spelling, sentence structure of the writing. This team will work closely with the Organization team (Team 3)
- **Team 3: Organization of the research papers**
 - This team will be responsible for organizing/ordering all of the research papers in the book/journal. This team will work closely with the Proofreading and Editing team (Team 2)
- **Team 4: Layout and design of the book/journal**
 - This team will be responsible for the actual design of the book, which means text size, use of images, borders, front and back covers, etc. This team will work closely with the Format team (Team 1)
- **Team 5: Final say team**
 - This team will be responsible for the final “okay” on the book/journal to be published. This team will have to work closely with all of the other teams, guiding them and assisting them along the way toward ultimate publication
- **Team 6: Back-up editors and critics**
 - This team will be responsible as the “project’s conscience” when it comes to dealing with ethical and moral dilemmas in the construction of the book/journal

Grading Rubric for the PDF book presentation

- All team members have contributed
- All team members have filled out and submitted to the “Editor-in-Chief (the instructor)” a self and peer evaluation on their and their team members performance
- All team have finished the book/journal and have submitted a copy of it to their wiki pages

Rhizomatics: Heuristics for Writing & Research I

- *Action (one)* – What is the idea, issue, problem, topic, or research question?
 - *Action (two)* – The writer-researcher could also start with an “artifact,” a human created object, such as book, movie, song, piece of artwork, etc.
 - The writer-researcher would locate an artifact and find a message(s) in it, or make a connection to an larger issue, problem, or topic
 - The writer-researcher would then analyze the artifact and develop a research question(s)
- *Interaction* – Who has been or is participating in the discussion on this idea, issue, problem, topic, or research question? What have they said about it?
 - If we need to: Pause, Reread, and Re-trace back to the beginning idea, topic, or question
- *Introspection* – What do we personally think or feel about an issue, problem, or topic? How should we enter into an ongoing discussion? How do we make “a relationship to relationships” with what is being said?
- *Examination* – When should new ideas or new perspectives on existing knowledge be discussed?
 - If we need to: Pause, Reread, and Re-trace back to introspection to *determine* how the ongoing discussion will best serve the new perspectives or new knowledge and which individuals in the discussion would be effectively aligned with these new perspectives and new knowledge
- *Reflection* – Why should new ideas and new perspectives on existing knowledge be discussed? How do these new ideas and new perspectives on existing knowledge create new knowledge?
 - If we need to: Pause, Reread, and Re-trace back to examination to analyze the previous perspectives and existing knowledge to determine what level of participation we should play in this discussion, and how can we use our networks as places of knowledge for research purposes
- *Anticipation* – Where should these new ideas and new perspectives on existing knowledge lead us in order to create new knowledge?
 - If we need to: Pause, Reread, and Re-trace any of the previous steps to figure out if the sequence that we are producing addresses what we feel it should be addressing or that it is following the direction we want it to
- *Narration and Remonstrations* – How should these new ideas, new perspectives on existing knowledge, and new knowledge be written for an audience?
 - If we need to: Pause, Reread, and Re-trace any of the previous steps to figure out if the sequence that we are producing addresses what we feel it should be addressing or that it is following the direction we planned

Rhizomatics: Heuristics for Writing & Research II

- *Step 1: Locate an Artifact* – (i.e. song's lyrics, clip from a movie, part of a book, a piece of art, etc.)
- *Analyze, summarize, and interpret the artifact:*
 - What is the artifact? When was it created? Who created it?
 - Is there any social or historical significance to the artifact? Explain.
 - What is the song's lyrics, movie clip, part of a book, piece of art, etc. about?
- *Step 2: Locate and Describe the Message(s) in the Artifact*
 - What are the message(s) in the artifact?
 - How are the message(s) significant or important?
 - How is this message(s) viewed within society? Explain
 - Is there an argument in your messages(s)?
- *Step 3: Start Formulating a Research Questions(s) about the Message(s) from the Artifact:*
 - If you pose a question in the beginning of the analysis, then you will be expected to answer it in the analysis
 - You may pose rhetorical questions toward the end of the analysis, leaving them for the readers to answer or research for themselves
 - You may also pose an argument based on the message(s) you located in your artifact
- *Step 4: Research and Analyze the Research Question(s)*
 - Yes, you will need to locate and use secondary sources (i.e. websites, journal articles, newspaper articles, books, etc.) and use information (i.e. direct quotes, paraphrases) in your analysis
 - Don't forget the artifact! Remember, you can use scenes, quotes, etc. from your artifact as examples throughout your analysis
 - Please remember to cite your sources
- *Step 5: Conclusions*
 - You may state an argument if your analysis
 - You may also restate what it is that you said in the analysis

Rhizomatics: Heuristics for Writing & Research III

- *Invention* – Ideas stemming from curiosity or imagination about something, such as a question, topic, practice, theory, or a specific aspect, such as variable. These are the initial questions of inquiry. dissonance (felt and/or intellectual)
- *Question of Inquiry* - So what? How will an answer to this question contribute to our disciplinary community's thinking/practice?
- *Location and use of theory(ies)* – When doing research we need to look at the different ways in which the theories are defined or used in previous studies or in the application of a practice(s); we also need to address our assumptions of these theories and the assumptions that have been addressed in those theories; we also need to address how these theories speak to the practices they influence. Questions we could consider:
 - What are the variables these theories examining or addressing?
What kinds of definitions or descriptions are used to define key terms or variables?
 - How will we organize these theories for the way in which we want to frame them for our purposes?
 - How critical should we be of these theories?
How can we articulate these theories in our research to make them effective for our purposes?
 - How have other disciplines have used or described these theories?
 - How does/should the researcher's situatedness (space/time/context) impact methodology design?
- *Asking of more questions* – Question(s) that address our assumptions and challenge the theories. Questions we could consider:
 - Have these questions been asked before?
 - How have they been asked?
 - What theories have been used to address these questions?
 - What methodologies have been used to answer/address these questions?
 - What kinds of variables are being addressed or examined?
 - What is the researcher's theory regarding reality? discourse? subjectivity/agency? epistemology? Is the researcher's theory (assumptions) consonant with that of the methodology?
 - If not, can the methodology be re-articulated and still elicit pertinent answers to the questions of inquiry?
- *Development and use of a methodology(ies)* – These methodologies help us to answer or address our questions and assumptions of practices and theories. Questions we could consider:
 - What kinds of methodologies can we incorporate in helping us answer or address a question(s)?
 - Should we develop our own methodology(ies)?
 - If we combine different methodologies, how can we make sure that the methodologies we use address the same set of assumptions we are questioning?
 - What kinds of variables are we addressing or examining in our methodology(ies)?
 - If conducting experiments, what kinds of instruments can we use of previous studies to measure phenomena?
 - Should we create our own instrument(s)?
 - If we combine methodologies, how can we ensure that the resulting methodology is based on a coherent set of assumptions (see above 2 categories), rather than competing ones?
 - Should we be obliged to argue for the efficacy of our given/created methodology?
 - Is there a "fundamental" frame that any methodology ought to factor, given our situatedness within the discipline of RWS? difference? power?
- *Interpretation and analysis of the data* – The interpretation and analysis of the material or data we collect should help to create a new perspective(s) or give rise to new theories. Questions we could consider:
 - How are these perspectives or new theories different than previous ones?
 - What are the assumptions that are still not addressed in these new perspectives or theories?
 - Do these new perspectives or theories give rise to new assumptions?
 - Do these new perspectives or theories give rise to new questions?
 - What limitations affected this research process?

- *Conclusions* – Based on the theories, methodologies used, data/material collected and analyzed, and what new perspectives or theories that come out of that ... so what? Why and how is this research endeavor important to our field or other fields? Upon what should future inquiry about this now focus?

Writing & Research Heuristics

Infomining

1. Write down the first idea or thought that enters your mind.
2. Why is this idea or thought is important? Explain.
3. Name two or three ideas or thoughts connected to this one idea or thought.
4. How do these other ideas or thoughts connect to your first idea or thought? Explain.
5. In five minutes, write as much as you can on all of these ideas and thoughts.
6. In five minutes, go back re-write what you wrote.
7. Repeat the step above.
8. Now, pick an important word or concept from your writing and research it. Save all your writing because you might be able to use it later.

Research-sharing

1. List the sources that you have gathered (please check with your instructor to see what format or style they want you to list your sources in, such as APA, MLA, etc.).
2. Sort through your research and choose the most important sources, this will mean discarding those sources that you will not be using in your writing.
3. What kinds of questions are being asked or addressed in the sources you plan to use in your writing?
4. What kind of research question(s) could you ask?
5. What important quotes or statistics could you use in your research and writing?

Image(s)-analysis

1. Find an image(s) that you think best describes what you are researching.
2. Analyze the image(s) in 50-100 words (each one).
3. How is the image(s) significant to your research? Explain.
4. Insert the image(s), analysis, and significance into your writing.

Finding Your Voice When Researching

The purpose of these researching and writing heuristics is to encourage students to establish a personal connection early on in their research and writing.

The Research Narrative – In this project, you will be examining who and how various individuals in your life have shaped your understanding and perspectives of life, work, and education. You will also explore and examine a certain important issue in your life or community. Please address all of the following questions in your writing:

- Who in your life has affected you as a student? Explain how.
- Who in your life has affected your perception of work? Explain how.
- Who in your life has affected your understanding of life? Explain how.
- How do you currently view being a student? Explain.

- What is an important social, political, economic, medical, educational, environmental, etc. issue to you?
- Why is this issue important to you? How does it affect your life as a student? Explain.
- What kinds of questions would you like to ask about this issue?
- What kind of research has been done on this issue?
- Choose one of the questions you asked about the issue and see if it has been asked and researched already.
- If the question has been asked and researched previously, see what has been said or written about it. Who said/wrote about it?
- What are the perspectives in the research you have located?
- How do these perspectives compare or contrast with your perspective? Explain.

Grading Rubric:

20 points – Checkpoints with the instructor and in-class participation workshops. This will include meeting with the instructor twice during the project and also participating in reader reviewing with your peers during the in-class workshops.

10 points – Addressing the questions listed above.

10 points – Research questions or thesis sentence, which should be clearly stated somewhere in the writing.

10 points – Thick Description – Please provide examples, explanations, analyses, and descriptions in your writing.

20 points – Research – Please provide primary and secondary sources in the writing to either support your descriptions or points, make an argument, or to explain an idea or concept clearly. Cite all of your sources.

10 points – Writing Style – Please be consistent in using one format, such as MLA or APA.

10 points – Mechanics – Please be consistent in your grammar, punctuation, and sentence structure.

10 points – Submission – Please submit your writing to your PBWorks wiki under its own unique title.

Total Points = 100