

## **Sánchez Introductory Composition at Purdue Assignment Sheets**

Assignments in this course centered on having students develop a language of writing from their experiences engaging with academic and popular genres. Students composed in traditional genres (essays and research papers) but also remediated their assignments into three different genres to reach different audiences.

### **Source-Based Article on Genre**

Students began by developing a vocabulary of initial writing terms such as genre, rhetorical situations, and audience, crafting a theory of writing as they disentangled these terms from academic sources and seeing them in action in popular sources. Students wrote an essay in which they defined their own understanding of each term and described how they perceived these elements working in selected readings

### **Inquiry-Based Research Essay**

Students added to their lexical understanding of writing terms by conducting primary and secondary research on a topic that they were interested in investigating. Students also provided feedback to each other on these projects.

### **Composing in Three Genres**

Students gave presentations on one of 10 select genres (such as podcasts, videos, speeches, brochures, websites, blogs) and provided their peers with resources on how to compose in each genre. Students then had to remediate their presentations to fit the conventions of each genre. This gave students the opportunity to see how certain genres shared close boundaries with each other and how they also differed in terms of purpose or audience.

### **Final Theory of Writing Reflection**

Throughout the semester, while students worked on each of the three projects above, they composed a “theory of writing” reflection in which they described how their ideas of what writing was or how it worked had changed with each assignment. In this final reflection, students pulled together their ideas into a cohesive theory in which they explained how their ideas of writing had changed from the beginning of the semester to the end and also which ideas were still confusing to them and why. This gave students the opportunity to develop a meta-awareness about their writing knowledge which they could hopefully draw from in future assignments in other contexts.

## Assignment One: Source-Based Essay on Genre, Audience, Rhetorical Situations

For this assignment you will write a 4-5 page source-based article, in which you will go beyond summarizing to analyze and make connections between the concepts of genre, audience, and rhetorical situation, and begin to develop a theory of writing. You will choose four of the assigned sources (which represent a variety of genres) listed below, from which you will incorporate evidence to support your ideas about these key concepts and reflect on a possible theory of writing.

You must first define the key terms *audience*, *genre*, and *rhetorical situation* and investigate their relationships within the context of all sources in order to determine the connection between them. You will closely analyze the sources you choose to write about in your article, looking at how each writer uses genre, handles the rhetorical situation, and reaches an audience. As you develop your article you will incorporate both the rhetorical strategies we will explore in class and your understanding of *audience*, *genre*, and rhetorical situation.

At the same time you are developing your article, you will also create a 2-3 page reflection piece in which you begin to develop your theory of writing, articulating how the three key terms connect.

Feel free to pick from the following, though your sources should be representative of at least 3 categories:

### Category A:

Brent Staples, Why Shower Students with A's (935)

Monsanto, Why Does Monsanto Sue Farmers Who Save Seeds (875)

### Category B:

Barbara Ehrenreich, Serving in Florida (761)

Lynda Barry, the Sanctuary of Schools (721)

### Category C:

David Crystal, 2b or Not 2b (745)

Mike Rose, Blue-Collar Brilliance (905)

Alex Horton, On Getting By (817)

Description of Supplementary work for Assignment One (**note that the due dates and locations are tentative here and you should consult the main calendar on Blackboard for Final due dates**).

### Journal--What is Writing? (due 8/28 in class)

For this journal, take some time to write down what you think writing is. What does it do? How does it work? Be as specific as possible and don't worry about having an

airtight case. This journal is simply to help us explore what the class as a whole thinks writing is.

**Journal—How do Rhetorical Situations work (due 9/8 in class)**

When we discuss Keith Grant Davie's "Rhetorical Situation" article in class, I expect you to come in with a tentative understanding of what a Rhetorical Situation is and how it might work. For this journal, come prepared to discuss the components of an RS and to provide examples. As with the previous journal, I don't expect an airtight argument; rather, I expect you to add on to your definition and change it based on what we discuss in class.

**Group Presentation on Keith Grant Davie (due 9/8 in class, but you may upload materials to blackboard)**

I will choose a group to give a presentation on Keith Grant Davie's article to the class. Come prepared to give a brief summary, to highlight key passages, and provide examples. You may use any form of media you would like to give a good presentation. I expect you to come with more questions than answers about this article.

**Incomplete Rough Drafts of Assignment One (due 9/11 in class)**

See above for Assignment Description and Expectations

**Drafts of Assignment One (due 9/15 in class)**

**Feedback Forms (due 9/15 after class; emailed to writer)**

We will give feedback to our peers on their writing. I will give out more specific instructions for this assignment (check back later), but for now, just know that I expect you to give complete, well-thought out comments that the writer can use (not simply, "I liked this", "It was good", or "you should take away some commas.")

**Journal—Changes to the Draft (due 9/17 in conferences; if you have a Fri conference, email to me by 10:20 am)**

After reading through Chapter 29 of Everyone's An Author, I expect you to come up with a description of some aspects covered within the chapter that you would want to improve on in your work. Remember to highlight specifically which sections, sentences, or phrases in your current draft you would like to change or have already changed and why. What does the new version do that the previous section, sentence, or phrase didn't? Did you receive any feedback that suggested this change was necessary? I expect you to be very specific and detailed here. This has the potential to be the longest journal.

**Final Draft (due 9/19 at any time on Blackboard)**

See above for Assignment Description and Expectations

**Reflection (due 9/19 attached to the end of your Final Draft).**

After this unit, what is your developing theory of writing? How does it work? What makes you say that based on our readings and the writing that you have done. Remember to be specific and detailed.

## Assignment Two: Research Project

For this assignment you will write a 7-10 page research essay. This project will require that you develop a research question as the cornerstone of your essay, providing a guideline for you to follow your research wherever the information takes you. You are investigating and possibly raising additional questions rather than providing a definitive answer or arguing for one side or another. Therefore, the careful formulation of a solid research question about your topic is crucial to ensure your inquiry will be effective.

Once your research question is finalized, you will conduct extensive inquiry into the potential implications and significance of your research question. You will seek connections between the information you discover during your research and the potential significance to your topic, identified audiences, and further inquiry. Your thorough research of multiple sources, and full analysis of your findings, will be the foundation from which you develop your essay. Your sources should be used as evidence to support, contradict, or expand on your ideas, and your essay must include extensive analysis around the question you explore.

The following types of research must be incorporated into your essay:

- Field notes about an observation that you conduct
- An interview conducted by you with a subject relevant to your research
- More than 4 academic sources
- More than 3 popular media sources relevant to your topic.

Throughout the research process, you will write several short assignments in various genres. These genre assignments are designed to keep your research focused, to have you reflect on the research process and sources so that you might better analyze them, and to help you present strong ideas in your essay. Each assignment is designed to help you through various stages of your research.

Description of Supplementary work for Assignment Two (**note that the due dates and locations are tentative here and you should consult the main calendar on Blackboard for Final due dates**).

**Group Presentation on Haas and Flower's "Rhetorical Reading Strategies" (due 9/22 in class)**

I will choose a group to give a presentation on Haas and Flower's article to the class. Come prepared to give a brief summary, to highlight key passages, and provide examples. You may use any form of media you would like to give a good presentation. I expect you to ask important questions to the class regarding research. The study is

important in itself, but as important are the methods (how the authors did what they did) and its relevance (what do their findings mean for us—if anything). Students not presenting will be graded on participation.

### **Haas and Flower Journal (due 9/22 in class)**

Discuss in as full detail as you can what the authors did in this study and how they came to their conclusions. What do their findings mean, if anything, for you?

### **Research Topic Reflection (due 9/26 by 11:30 am on Blackboard)**

This reflection will be based on your topic exploration and initial research. You will reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can't decide on a single question at this point, write about the top three you have in mind. We'll work together on narrowing your focus into one final research question and we'll evaluate examples of strong research questions. *Above all, I want to see that this question is stemming from what you have read and not just something that you come up with on the fly the night before this is due.*

### **Descriptions of 2 popular and 2 long scholarly articles (due 9/30 in class)**

Read as much as you can about your topics. I expect you to come to class on 9/30 with descriptions on at least two long scholarly sources and two popular sources that capture the essence of what these articles are about. Follow the Haas and Flower article on reading strategies. Report on Content, Feature, and Rhetorical information on each of the articles. The length will depend on how long your sources are and on the points that they are trying to make. Essentially, what do I, as someone who has not read these articles, need to know about them. Re-read Haas and Flower if you are confused on what to do.

### **Project Proposal (due 10/3 before midnight on BB)**

This 1-2 page single spaced proposal should identify the specific, final research question that you determine based on your initial exploration/research. Your proposal should discuss the same ideas as the topic reflection, but should be a more finely tuned presentation of the question your research will explore. Be sure to consider audience at this stage, specifically, who might be interested in such an essay and for what type of publication it might be appropriate. Also, be sure to list what your next steps are in terms of secondary and primary research and what questions you still have. This assignment is the last chance for you to change your research question. *Once your proposal has been approved the question you propose is final.*

### **First Draft (due 10/15 on BB)**

See above for Assignment Description and Expectations

### **Report on Research in Progress (due 10/15 on BB)**

This 1-2 page single spaced report will provide an update on your research in progress. You should provide the following information:

- Discuss the sources you have found so far and analyze their credibility/ethos (see Chapter 18 of *Everyone's An Author*).
- Provide details about each source: how was each found, what makes each viable, and how you imagine each one effectively supports your ideas.
- Which sources do you think will work best in your essay?
- Identify a source you found while conducting your research but have discarded, and explain why you are excluding it.
- Discuss a source you are considering using, but about which you are still unsure, and explain your uncertainty.
- Identify what's missing in your research, and speculate about information you are still seeking from additional sources.

*Do not simply write a short answer response underneath each of these points. Rather, integrate your responses to these points into an entire report. Use transitions when necessary.*

### **Feedback Forms ( due TBD)**

We will give feedback to our peers on their writing. I will give out more specific instructions for this assignment (check back later), but for now, just know that I expect you to give complete, well-thought out comments that the writer can use (not simply, "I liked this", "It was good", or "you should take away some commas.")

### **Final Draft (due TBD)**

See above for Assignment Description and Expectations

### **Post-Essay Reflection (due TBD)**

In this reflection, you will explore the process of researching and incorporating sources into your essay. Your reflection will provide an opportunity for you to think through the connections between sources, how you presented them to your audience in your essay, and for what purpose. **Fully analyze the rhetorical strategies you have employed.** Discuss those strategies and the process of writing your research essay have contributed to the *further development of your theory of writing.*

## Assignment Three: Composing in 3 Genres

Assignment 3 asks you to remediate your project from Assignment 2 and to change how you present information in three different genres.

Here is the breakdown of our activities:

### Step 1: Prepare a Presentation on a Specific Genre in Groups

I will ask that you work to prepare a presentation during Week 11. You must plan for a 15 minute presentation in which you discuss the following components pertaining to your genre and illustrate them with textual examples:

- Exigence? When is it appropriate to use this genre? Why do you use it?
- Circulation? Is there a particular place where this is used?
- Conventions? What are the details to keep in mind when making this?
- Audience? Who is this usually directed towards?

Remember to show and not tell for each of these categories. Also, I expect you to use credible popular sources to get this information. If you are not sure about your sources, run them by me first.

### Step 2: Assign Examples and Popular Sources for the Class to Read before Your Presentation

I will ask that you upload any pdfs or urls to the Blackboard discussion section no later than 11:20 am on Wednesday, Nov 5. It is everyone's responsibility to check the discussion section for the HW assignments. Everyone will annotate these examples (print or bring laptops to class as necessary) in order to have a good discussion about the inner workings of these genres. Remember to assign readings that are rigorous and challenging—and that interest you enough to talk about. **You can roll your discussion of the examples into your fifteen minutes.**

### Step 3: Present and Distribute Handout

During Weeks 11 and 12, we will dedicate class time to these presentations. You must have a **handout** to distribute to everyone that will give them a quick and easy way to remember the important aspects of your genre. Your handout should also list your references. The group will share a grade.

### Step 4: Remediate!

As soon as the presentations have concluded, you will select three genres that you will compose in. Your three deliverables should encompass significant new research and rearticulation of your points in your Assignment 2. There should be very little copying and pasting. Your Assignment 3 deliverables will be graded on how well they conform to the Exigence, Circulation, Conventions, and Audience of each genre.

## What is Due?

### *Genre Handout*

During your presentation to everyone in class.

### *Conference Materials*

Friday November 14 to Wednesday November 19: You must turn in a description of your Projects. You will sign up for ten minute individual conferences this week. The later in the week, the more I expect you to have done. These conferences will also serve as check-ins.

- **Friday (HEAV 225)**: One ss paragraph that details what your three genres are.
- **Monday (in BRNG B275)**: One ss page on what your different genres are and what your different audiences would be.
- **Tuesday (in HEAV 104)**: Same as Monday and also a *preliminary* draft of one of the genre remediations.
- **Wednesday (in HEAV 225)**: Same as Monday and also *two preliminary* drafts of your genre remediations.

### *Feedback Forms*

We will have a Peer Feedback Day on Thursday, November 20<sup>th</sup>. Please bring copies of everything you want reviewed. Also bring your laptops. You are responsible for returning the peer feedback forms to the writer and discussing the forms with him/her.

### *Your 1<sup>st</sup> and 2<sup>nd</sup> of Three Genres*

Your first and second of three genres will be due between 10:30 and 11:20 am on Monday, Nov 24<sup>th</sup> to me in person in HEAV 325F. If you are doing a video, you may give me a CD or Flash drive. I must receive these no later than 11:20 am for credit.

### *Your 3<sup>rd</sup> of Three Genres*

Your final genre will be due to me on Monday, December 1<sup>st</sup> during class, at 10:30 am. Keep in mind that we will have a reading and a journal over Thanksgiving break (and if you haven't presented yet, you will have a presentation on Monday), so be sure to prioritize your time.

## **Preliminary Schedule of Genre Presentations**

<b><i>Thursday 11/6</i></b>	<b><i>Monday 11/10</i></b>	<b><i>Tuesday 11/11</i></b>	<b><i>Thursday 11/13</i></b>
Infographic	Newspaper Article	Speech	A Narrative and A Review
Brochure	Blog	Video Blog/Video	(2 presentations and 3 members)

## Assignment Four: Final Theory of Writing

Reflection allows us the **opportunity to process knowledge and then apply that knowledge**. Through reflection we can **come to an understanding and interpret** what we have learned. This semester, on several occasions, we have used reflection in this way; in this final assignment you will return to this definition of reflection.

You have also been **developing your theory of writing** and what your theory of writing means in terms of **its relationship to your writing**—i.e., you have been exploring whether you enact your theory of writing in your own composition. As a result of this you have had the opportunity to create a knowledge base of writing and its practices. In this final reflection, you will be returning to your theory to discuss several questions, including (but not limited to):

- Define your theory of writing;
- What was your theory of writing coming into ENGL 106? How has your theory of writing evolved with each piece of composing?
- What is the relationship between your theory of writing and how you create(d) your knowledge?
- How might your theory of writing be applied to other writing situations both inside and outside of the classroom? In fact, have you been writing for other classes or extracurricular activities throughout this semester? If so, how does this theory of writing get more complicated when you think about that kind of writing?

For each of these questions, you will need to **support your ideas with your previous writing** in this course (and other materials you have written) and **through these examples, interpret what you have learned**. You will create a compelling argument for whatever you decide to write for this, supported by evidence and analysis of the work completed in class this semester.

You will **choose a genre to work in**—letter; email; essay; journal entry, or any genre you may desire that is approved by the instructor—that you feel best represents your goals for your reflection and then explain why you chose that genre. In turn, you will also describe how your chosen genre affects the outcome (the final product) of your reflection.

This final reflection is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you've acquired. **Think of this piece as another move in the evolution of your theory of writing**, and a chance for you to fully explore yourself as a writer and maker of knowledge.

This assignment is due during class on Thursday, December 11.