

ENC 1102: Rhetoric and Academic Research

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Course Description

ENC 1102: Rhetoric and Academic Research focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines. Students will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in specific fields. Students will also learn how to work through the stages of planning, research, organizing, and revising their writing.

ENC 1102 is an introduction to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. To ground the students' investigations for the semester, the course will focus on a particular formative theme. This course encourages students to investigate the relationship between writing and knowledge and to discover how writing can create, rather than merely transmit, knowledge. Class discussions will reveal the complementary relationship between writing and research and demonstrate how persuasive techniques and genres vary from discipline to discipline. Students will learn how writing effectively and correctly in their fields will help to integrate them as professionals into their "knowledge communities."

Outcomes

By the end of ENC1102, students will be able to

- Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible cite and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

Required Texts

Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader*. (Bedford/St. Martin's, 2016).

Assignments and Grading

Assignments	Words	Points Possible
Literary Analysis	1000	150
Annotated Bibliography and Literature Review	1000	150
Observational Logbook	1200	150
Blogpost and Podcast	800	125
Research Report and Poster Presentation	2000	150

Miscellaneous Assignments		25
Writer's Journal		100
Final Portfolio		50
Participation		100
Total	6000	1000

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

General Education Learning Outcomes

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C).

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

General Education Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Course Schedule

The calendar contains all the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. Bring your textbook and laptop/tablet/writing materials to each class.

I reserve the right to make changes to this syllabus at any time with due notice provided.

ENC-1102	THEME: The Politics of Pop Culture	
	Readings and Classwork Bulleted items refer to readings to be completed by the date listed. All readings are to be finished by the date they appear next to. <i>Italicized items refer to in-class work.</i>	Homework Due Each bullet marks a separate assignment to be completed by the date listed.
	Week One (1/7 – 1/11)	
Monday	<i>Introductions</i>	
Wednesday	<ul style="list-style-type: none"> ·Chapter 2, “Reading and Writing Rhetorically” (p. 20-31) ·“Successful actress Meghan Markle to wed former soldier.” joe.com 	
Friday	<ul style="list-style-type: none"> ·Chapter 3, “Developing Arguments” (p. 37-48) ·“A Force for good: why the Last Jedi is the most triumphantly feminist Star Wars movie yet,” The Guardian. 	<ul style="list-style-type: none"> ● Writer’s Journal #1
	Week Two (1/14 – 1/18)	
Monday	Chapter 6, “Reading and Writing in the Humanities” (p. 108-121)	

Wednesday	<p>“Textual Interpretation” (p. 141)</p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman</p>	
Friday	<p>Narrative and New Media: Play “Coming Out Simulator” In Class</p>	<ul style="list-style-type: none"> • Writer’s Journal #2
	Week Three (1/21 – 1/25)	
Monday	<i>No Class ~ Dr. Martin Luther King Jr. Day</i>	
Wednesday	<ul style="list-style-type: none"> • “Kate Chopin's “Story of an Hour” • “Till Death Do Us Part: An Analysis of Kate Chopin’s ‘The Story of an Hour’” (p. 143) 	
Friday	<p><i>Literary Analysis Thesis & Works Cited</i></p> <p>“Introduction to Documentation Styles” (p. 613)</p>	<ul style="list-style-type: none"> • Writer’s Journal #3
	Week Four (1/28 – 2/1)	
Monday	<p>“A Hamilton Skeptic on Why the Show Isn’t As Revolutionary As It Seems,” through slate.com</p>	<ul style="list-style-type: none"> • Literary Analysis Draft (Due by beginning of Class)

Wednesday	<i>Peer Review Literary Analysis</i>	
Friday	<ul style="list-style-type: none"> · Reading and Writing in Social Sciences (152-155, 160-164) · “Capital Punishment in Films” (p. 416). 	<ul style="list-style-type: none"> ● Writer’s Journal #4
	Week Five (2/4 – 2/8)	
Monday	<i>Finding Sources – Introduction to Library and Research</i>	<ul style="list-style-type: none"> ● Final Literary Analysis (Due by start of class)
Wednesday	<i>Annotated Bibliography Workshop and Research (Library Visit/Day)</i>	<ul style="list-style-type: none"> ● Literary Analysis Self-Reflection
Friday	“Writing a Literature Review” (p. 182-195)	<ul style="list-style-type: none"> ● “Questions & Sources” Miscellaneous Assignment ● Writer’s Journal #5
	Week Six (2/11 – 2/15)	

Monday	<p><i>Literature Review Draft Workshop</i></p> <p>“Men, Dogs, Guns, and Cars: The Semiotics of Rugged Individualism,” by Elizabeth C. Hirschman. Available through UF Library West.</p>	
Wednesday	<p><i>Conferences</i></p>	<ul style="list-style-type: none"> • Literature Review/ Annotated Bibliography Draft
Friday	<p><i>Peer Review Lit Review/Annotated Bib</i></p>	<ul style="list-style-type: none"> • Writer’s Journal #6
	<p>Week Seven (2/18 – 2/22)</p>	
Monday	<p><i>Start Research in Natural Sciences</i></p> <p>Ch. 8 “Reading and Writing in the Natural Sciences,” (209-229).</p>	
Wednesday	<p><i>Observational Logbooks and Research in the Natural Sciences</i></p> <p>“Altered Brain Reactivity to Game Cues After Gaming Experience,” from <i>CyberPsychology, Behavior & Social Networking</i>. Available through UF Library West.</p>	<ul style="list-style-type: none"> • Final Literature Review (pushed back from Monday, due by Midnight)

Friday	<i>Data Collection Activity</i>	<ul style="list-style-type: none"> • Writer's Journal #7 • Annotated Bibliography/ Literature Review Self-Reflection
	Week Eight (2/25 – 3/1)	
Monday	<i>Workshop in the Natural Sciences</i>	
Wednesday	<i>Preparation for Observational Logbook Project</i>	<ul style="list-style-type: none"> • Observational Logbook Draft due (at midnight)
Friday	<i>Peer Review Observational Logbook</i>	<ul style="list-style-type: none"> • Writer's Journal #8
<i>SPRING BREAK: 3/4 – 3/9</i>		
	Week Nine (3/11 – 3/15)	
Monday	<i>Introduction to Writing for Different Audiences</i>	<ul style="list-style-type: none"> • Final Logbook (Due by Midnight)

<p>Wednesday</p>	<p><i>Audience awareness activity</i></p> <p>“I Don't Want to Watch Slavery Fan Fiction,” The New York Times</p> <p>“The Game Of Thrones Team Is Making A Show About Slavery And People Have Some Feelings,” BuzzFeed</p>	<ul style="list-style-type: none"> ● Observational Logbook Self-Reflection
<p>Friday</p>	<p><i>Blogpost Outline Workshop</i></p>	<ul style="list-style-type: none"> ● Writer’s Journal #9
	<p>Week Ten (3/18 – 3/22)</p>	
<p>Monday</p>	<p><i>The Art of The Banquet Line: Considering Audiences</i></p>	
<p>Wednesday</p>	<p><i>Creating a podcast</i></p>	

Friday	<p><i>Introduction to Research Report</i> “Lab Reports” (p. 248 - 260)</p>	<ul style="list-style-type: none"> ● Writer’s Journal #10 ● Blogpost and Podcast Draft
	Week Eleven (3/25 – 3/30)	
Monday	<p><i>Peer Review Blogpost and Podcast</i></p>	
Wednesday	<p><i>Writing Research Projects in the Sciences</i></p> <p><i>An Insider’s Guide to Academic Writing</i>, pages 166-174.</p>	
Friday	<p><i>Writing Research Projects in the Humanities</i></p> <p>J. Richard Stevens’ “Plastic Military Mythology: Hypercommercialism and Hasbro’s G.I. JOE: A Real American Hero,” available under “Files” tab</p>	<ul style="list-style-type: none"> ● Writer’s Journal #11 ● Final Blogpost and Podcast Assignment
	Week Twelve (4/1 – 4/5)	

Monday	<i>Writing the Introduction to Research</i>	
Wednesday	<i>Writing Methods and Results (using charts and graphs)</i>	
Friday	<i>Taking Research Further</i>	<ul style="list-style-type: none"> ● Research Report Outline (Under “Miscellaneous Assignments”) ● Blogpost and Podcast Self-Reflection ● Writer’s Journal #12
	Week Thirteen (4/8 – 4/12)	
Monday	<i>Creating a poster presentation</i>	
Wednesday	<i>Conferences</i>	
Friday	<i>Conferences</i>	<ul style="list-style-type: none"> ● Writer’s Journal #13
	Week Fourteen (4/15 – 4/19)	

	<i>Peer Review Research Report</i>	<ul style="list-style-type: none"> ● Research Report Draft
Wednesday	<i>Creating Final Portfolios The Reflective Letter</i>	
Friday	<i>Revisions, Creative Writing, and Wrapping Up</i>	<ul style="list-style-type: none"> ● Writer's Journal #14
	Week Fifteen (4/22 – 4/24)	
Monday	Concluding	
Wednesday	<i>No Class</i>	<ul style="list-style-type: none"> ● Final Research Report (Due by 11:59 p.m.) ● Writer's Journal #15 (The Meta-Writer's Journal) ● Poster and Audio File of Presentation due (Turn in Via Canvas, by 11:59 p.m.) ● Complete Portfolio (Due by 11:59 p.m.)
Friday	<i>No Class – Reading Days</i>	--

Course Policies

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Laptops are only open for composing research or reading. Leisurely use of electronics is prohibited.

Attendance Policies

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ENC 1102 is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

The policy of the University Writing Program is that if a student misses more than **six periods** during the semester, he or she will fail the entire course. If a student should **arrive to class past the official start time three times**, that student will receive **one absence**. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics, band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be

missed. When you are absent, it is your responsibility to find out what you've missed *and* come to the next class prepared; contact a classmate to find out what work you've missed.

Please Note: If you are absent it is still your responsibility to make yourself aware of all due dates. You are still responsible for turning assignments in on time.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. ***Late papers will not be accepted.*** Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers must be in 12-point Times New Roman/Arial font, double-spaced with 1-inch margins, and every page should include your name and a number. If a source has been used in a paper, it **must** be cited on a references page.

Every paper will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas by the due date and time. Pages files and .pdfs will not be accepted for submission. No late papers will be accepted. Save and submit all papers in Canvas using the following file name:
lastname1102nameofassignment.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Writing Studio

The University Writing Studio is located in Tigert 302 and is available to all UF students.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

Descriptions of Assignments (Course Projects, Reflection Guide, Miscellaneous Assignments, Writer's Journals)

COURSE PROJECTS

Literary Analysis:

Requirements: at least 1000 word essay **plus** a works cited page in MLA format; 2–3 research sources
Complete an argumentative close reading of any narrative primary text. Examine the content, context, form, and rhetoric of the text (see pp. 123–25 for more information). Use your close reading as the foundation and a critical lens for your thesis statement. Your position must be insightful and arguable. In your essay, support your thesis with evidence from the text and from 2–3 scholarly research sources on your text. Do not stop searching once you have found two or three research sources; find the most appropriate sources for the assignment.

Annotated Bibliography and Literature Review:

Length: 1200 words

Format: APA Style. 12-pt Times New Roman font, double spaced, 1" margins, name and date, paginated

Assignment Prompt and Context

Annotated Bibliography

The initial part of the research on your chosen topic is your annotated bibliography. Follow the directions below to complete your annotated bibliography.

Writing Requirements

The 5 sources must be articles written within the last **10** years. You will need to list the sources alphabetically and should be in APA format. The sources should primarily be comprised of serious, scholarly articles.

Directions -- There are FIVE parts to every entry on your annotated bibliography.

1. THE BIBLIOGRAPHIC ENTRY (the citation).
2. THREE SENTENCES SUMMARIZING THE AUTHOR'S CLAIMS, METHODOLOGY, AND INTERPRETIVE IMPLICATIONS.
3. LIST OF TERMINOLOGIES AND/OR KEY TERMS OF ARTICLE.
4. REFLECTION, WHERE YOU RELATE THE ARTICLE TO YOUR INVESTIGATIVE QUESTION AS WELL AS ASK QUESTIONS, POSE ARGUMENTS, AND REVEAL SUBJECTIVE BIASES.
5. QUOTABLES, AUTHOR'S QUOTES THAT WILL SERVE THE YOUR RESEARCH PROJECT, THAT THE AUTHOR SAYS SO ELOQUENTLY, OR THAT YOU IMAGINE WANTING TO CITE IN THIS PAPER OR SOMEWHERE IN YOUR LIFE.

5 Parts of Reflective Annotated Bibliography

Part 1: The Bibliographic Entry: This section gives the publication information: author, date, title, book or journal, vol., page numbers, print or web. (In Bold.)

Part 2: Three sentence summary--This section articulates an objective summary of the reading. It should only convey exactly what the author states in the article without including your opinions. (1) It should state the author's primary claim and, maybe sub-claims. What argument does the author want to assert?

Part 3: Terminology: In this section you will choose key terms used in this article or words with which you are unfamiliar. You don't have to put the definitions in this document, but you should look up their definitions on your own.

Part 4: Reflection: *This section reveals your opinion about what the author has stated. Do you agree or disagree? What speculations do you want to make about this author's methods of research? What questions do you have? What don't you understand? What other information do you need to look up to better understand this article? This unconventional section puts forward your ideas. (In italics)*

Part 5: Quotables: This section directly quotes one to three statements that the author made in the article that you feel really exemplify its claims or interpretations. Or, you will choose a sentence that you feel the author expressed exceptionally well. Include page number(s) where you find the quote. Place quotation marks around the chosen phrase and make sure you cite the phrase verbatim.

Literature Review

In approximately 1,000 words, present a freestanding literature review on your annotated bibliography topic. The literature review should be in APA format and have the annotated bibliography at the end of the document as your references page. Do not use any sources that are not within the annotated bibliography. Use headings throughout your document.

Your introduction should examine your topic and the current status of research regarding it. The body of your paper should be the synthesis of sources. Use the synthesis chart we completed in class to organize your literature review. It should not be source by source; rather it should be organized by issue or by concept. Your conclusion should reiterate your findings, point out any gaps in the research, and point to ideas for future research.

Minimum Requirements

At minimum, every paper written for ENC 1102 must address the assignment prompt and communicate adequately using standard grammar and punctuation. If the paper does not address the prompt or fails to meet the minimum word requirement, the paper will receive no credit. Failure to use correct grammar and punctuation will result in a failing grade if the errors are so significant or frequent that they disrupt communication.

Observational Logbook Assignment:

Length: 1200 words

For this project, you'll need to decide on a particular object of study and collect at least 5 days of observations about it. Develop a multimodal data collection process that includes digital photos and

video-recorded evidence. For each daily entry, begin with description before moving into speculation. a natural outgrowth of descriptive writing should include brainstormed research questions that could be answered with further experiments, research, or observations.

For each day, do the following:

1. Collect and include photographic evidence.
2. Write a description of you object of study and its status.
3. Generate questions for future research.

At the conclusion of five days, answer the following questions:

1. What did I learn about my object of study?
2. What claims can I now make regarding my object of study?
3. What evidence could I use from my observational logbook to support those claims?

Finally, write at least a two-page paper that includes two sections.

1. Description
2. Speculation

For the **description** section, write a description of your object of study. Refrain from explaining or speculating about behavior in this section; simply write the observations that are most important to give a clear picture of what you studied and how you studied it. Make use of time measurements and physical measurements such as weight, size, and distance. For the **speculation** section, assert suggestions as to why certain behaviors emerged in your object of study. You might begin by deciding which behaviors most surprised you or seem most interesting to you.

You might also use the speculation section as a place to begin thinking about future questions that could be explored as a follow-up to your observations.

Translating a Scholarly Work for a Popular Audience (Blogpost and Podcast):

Length: 800 words

For this project, you will “translate” one of the following academic, or scholarly, works below for a popular audience. In order to do this, you will first need to choose the work you’d like to be the focus of your translation:

- Daniel Gregorowius, Petra Lindemann-Matthies, and Markus Huppenbauer’s “Ethical Discourse on the Use of Genetically Modified Crops: A Review of Academic Publications in the Fields of Ecology and Environmental Ethics” (Humanities)
- John C. Bernard, Katie Gifford, Kristin Santora, and Daria J. Bernard’s “Willingness to Pay for Foods with Varying Production Traits and Levels of Genetically Modified Content” (Social Sciences)

- Aziz Aris and Samuel Leblanc’s “Maternal and Fetal Exposure to Pesticides Associated to Genetically Modified Foods in Eastern Townships of Quebec, Canada” (Natural Sciences)

You will translate the work for an **800-word blog** post for a popular audience. Look at [this \(Links to an external site\)](#) example of a science blog. Remember your audience is the general public. Include an [image \(Links to an external site\)](#) for your citation.

To accompany this, you will provide a **two-minute podcast** that summarizes the blog post. Both of these will be uploaded at the same time.

Podcast for Public Audience:

Record and submit your podcast for your translation of the same scholarly article. It should be approximately two-minutes long and have a purpose and audience in mind.

You will need to imagine you are an invited expert on the topic and have been asked to explain the findings of article you have chosen to the listeners of a show on sustainability and food.

Final Research Project:

Length: 2,000 word minimum [Roughly 8 pages].

The final writing project for this class is a Research Report. The Research report can be in the form of either the Literary Analysis assignment or the Observational Logbook assignment.

Literary Analysis Research Reports will be in MLA format, while Science Research Reports will be in APA format. For either version of this assignment, you will include a brief (approx 50 word) abstract, and will cite at least five appropriate academic sources. For the Science Research Report, sources should be located in the literature review. For the Literary Analysis Research Report, sources should appear throughout the paper to either be argued with or to back up your argument.

You will also be responsible for designing a visual aide in the form of a poster to accompany your paper. This poster should summarize the movement of your research paper. It will accomplish this goal by utilizing the advantages of its visual mode of presentation to frame the argument presented in your research paper graphically. All posters will be used to perform a short (3 minute) presentation in audio file format, as if it were delivered to your peers.

For Literary Analysis Research Reports Only:

Select any narrative text that has not been discussed in class (a short story, film, poem, novel, videogame, narrative music album, etc.) and make an informed analytical argument that answers the question what does this text do? In other words, identify a political, social, or progressive action that the text performs or

fails to perform. Make sure to select a text that will actually have five sources for you to put it in communication with.

For Science Research Reports Only:

Since science research reports use IMRAD organizational format, your report must include the following sections:

- Introduction (including literature review)
- Methods
- Results
- Discussion

For this report, draw on the research question you asked for your observational logbook and design a follow-up study that draws upon your previous research. See pgs. 251- 259 in the class textbook for an example of what this might look like.

Final Portfolio:

For your final assignment, you will create a portfolio.

Requirements: A cover letter (at least two pages), a revision letter (at least one page), and a revised project (of your choosing).

Cover Letter:

- Examine the major and minor steps of your general writing process,
- Analyze each of those writing process steps,
- Discuss how/why you might change your writing process on future writing assignments or for other writing situations,
- Examine how your audience shapes your writing and your writing process.
- Discuss the risks you have taken in your writing process or in your final writing products over the course of the semester.

Revision Letter:

One single spaced page explaining the rationale behind the edits you made.

Revised Project:

Complete one additional round of edits on a previously completed project. Use the feedback you received on that project.

REFLECTION GUIDE

In a well-developed paragraph, answer the following:

- What are you most proud of in this project?
- What would you change about your project (or about the process you used to create it) if you had more time for the project?
- In what ways was it appropriate for you to employ ethos, pathos, and/or logos in this project? In what ways *did* you employ ethos, pathos, and logos?

MISCELLANEOUS ASSIGNMENTS

“Questions & Sources” Assignment:

Create 2–3 research questions about your chosen topic (making sure that the topic is specific and narrow). Then write a paragraph on the scholarly, academic research you have found so far. Name the author, title, publication, and date for each of your sources. Include how you found the source and what makes the source academic and scholarly.

Write a second paragraph on the non-scholarly, non-academic research you have found so far. Name the author, title, publication, and date for each of your sources. Include how you found the sources and what makes the source non-academic and non-scholarly.

“Observe an Animal” Assignment

In your groups, study an animal outside for 5-7 minutes.

First, describe the animal in your notes. Limit your description to observable facts. After describing the animal, take notes on why you think the animal acts the way it does.

Follow these steps for your group assignment:

- Create a google document
- Add all group members
- As a group, write 200-word description (only including observable facts) of your animal. You can include images here.
- As a group, write 200-word speculation about why animal appears/behaves the way it does.
- End with three or four questions for future research.
- Upload a single document for your group.

Research Report Outline:

Upload the shell of your paper. Include cover page, working introduction, some brief notes on where you see the body of the paper going, and a references page.

WRITER'S JOURNALS

Due at 8:00 p.m. on Friday of the week assigned unless otherwise stated in the schedule.

Writer's Journal Questions Template (#1-14):

Answer the following questions in a solid 75-125 word paragraph. Not every question mark needs to have a direct answer, but you should address the broader concerns presented in each bullet point about writing growth, obstacles, developments in perspective, and your writing process:

- What new techniques and perspectives have you been exposed to or discovered since your last journal entry? Have any of the texts you've consumed (research, readings, popular media from outside this class, etc.) contributed to your thoughts or your approaches to writing? How can they help you accomplish your goals as a writer?
- Where has your writing been the most effective since your last journal entry? Where has it shown the most growth? What can you do to ensure this growth continues as you move forward? Keep in mind that research, reading, discussion, and brainstorming are a part of the writing process.
- Similarly, where has your writing been the least effective since your last journal entry? What can you do to avoid or overcome these obstacles or less effective approaches? What can you learn from these instances where something has made your writing seem less effective?
- Describe the context of your writing process. Have you altered your approach to writing or the way you think about writing since your last entry? Have there been any significant changes in the locations you write or work in, the music or media you consume while working, or the technologies you use to help you write? Have these changes (or lack of changes) altered your output as a writer? Have they altered your thinking about rhetoric, research, writing, or life?

These are some pointed suggestions about what directions might be fruitful for your reflection. They are not, however, an exhaustive list of all the approaches that could be beneficial for your writing. If you find it helpful to pursue a reflective question about your writing process or your writing products that you feel is not covered here, feel free to pursue it.

Writer's Journal #15:

Your final entry in your Writer's Journal could perhaps be considered a "meta-reflection," or, a reflection on your reflection process now that you've composed fourteen reflexive journal entries on your writing. Use the following question to compose a solid paragraph (75-125 words) in which you will reflect on your fourteen previous journal entries. What has the act of journaling done for your writing? Has

recording your thoughts and observing the nuances of your writing process changed the way you think about your writing or your identity as a writer?