EWP SAMPLE TEACHING MATERIALS: OUTCOME 2

OUTCOME 2: WORKING WITH RESEARCH

key words: annotation, analysis & evaluation, intertextuality, and field research

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- Reading for Understanding
- Reading Rhetorically
- Reading Intertextually
- Finding, Evaluating, and Documenting Sources
- Collecting Field Research

READING FOR UNDERSTANDING

In order to successfully demonstrate an understanding of course texts, students must develop reading strategies that allow them to use aspects of a text for a particular writing purpose. When focusing on comprehension, instructors can present a variety of strategies for students to try out in order to develop their own approach to reading for understanding. Some of these strategies may include: close reading, active annotating, in-class note-taking practices and outside-of-class reflections/journaling.

Suggested skills/activities/exercises: note-taking styles, annotation exercises, close-reading practices

HANDOUTS/WORKSHEETS

- ways of reading literature handout and close reading worksheet (AD1)
- reading discussion worksheet (NF18), ELL
- handout on denotation vs. connotation (NF26), ELL
- t-chart note style (TChart)

LESSON PLANS

- reading assignment lesson plan and sample student response handout (LR3)
- lesson plan for in-class annotation activity (SM2)
- lesson plan for examining a literary critic’s close reading (CJ11)
- lesson plan for code-switching reading activity (XZ9), ELL

ASSIGNMENT PROMPTS

- annotation and reverse-outlining assignment prompt (JO7)
- annotating for argument assignment prompt and example (LR1)
- close reading for key terms in academic argument assignment prompt (MM3)

TIPS/EXTRA READINGS/USEFUL LINKS

- lecture notes for teaching close reading of a literary text (HA10)
- wordle link

READING RHETORICALLY

As a reading strategy within the composition classroom, reading rhetorically combines argument analysis, rhetorical situation awareness, close reading, and visual analysis. This is because, at its broadest, reading
rhetorically asks students to account for anything and everything that might be rhetorical. In a scope more manageable for a composition class, in order to read rhetorically, students are asked to let go of what a text (or artifact) says as tantamount and pay attention to how a text says what it says, that is, how a text works to achieve its meaning. There are centuries’ worth of rhetorical rubrics by which to analyze how a rhetorical event works, but, for the purposes of a short course on composition, cultivating a vocabulary for analysis that students and instructor might share is important to making the task feasible and productive for students. Asking students to perform rhetorical analyses during the reading process can help students delay their default reactions to a text by considering why and how it was written, why they might be reacting to it in certain ways and not others, and how its use of various rhetorical strategies affects its meaning.

Suggested skills/activities/exercises: rhetoric analysis (paragraph/essay), identifying claims, making concessions, identifying counterarguments, visual rhetorical analysis

HANDOUTS/WORKSHEETS
- tools for rhetorical analysis handout with lesson plan (AP1)
- in-class activity and handout for connecting “the what” and “the how” of a text (CC14)
- in-class activity in preparation for visual analysis paper (ROME5)

LESSON PLANS
- worksheet for analyzing and evaluating an advertisement (XZ5)
- “all art is an argument” field trip lesson plan (AP5)
- mystery text rhetorical analysis lesson plan (CJ10)
- lesson plan and handout for small group comparative rhetorical analysis (CC14)

ASSIGNMENT PROMPTS
- rhetorical self-analysis letter assignment prompt (CC1)

TIPS/EXTRA READINGS/USEFUL LINKS
- Getting the Picture (Muth and Kitalong)

READING INTERTEXTUALLY

When we ask students to read intertextually, we are asking students to understand the ways in which texts talk with one another. In short, we want students to understand the connections between multiple texts and how that strengthens (or even weakens!) a line of inquiry that they are investigating. Often, intertextuality is implicitly taught; however, explicit instruction in reading intertextually will not only foster habits of reflective writing that constantly bring into focus connections and disconnects, but also create useful vocabulary for all outcomes.

Suggested skills/activities/exercises: group writing, multimedia assignments, in-class roleplays, mapping activities, paraphrasing, summary, and synthesis skill builders

HANDOUTS/WORKSHEETS
- handout for creating a critical conversation in writing (HA2)
- worksheet for using templates to summarize and quote (JO2)
- intertextuality template (RI1)

LESSON PLANS
- role-playing activity lesson plan (LR7)
- lesson plan on summarizing for different audiences (XZ6)
- basics of intertextuality lesson plan (RI1)
- synthesis paper norming lesson plan for ROME3.doc (ROME4)

ASSIGNMENT PROMPTS
- creating conversations assignment prompts (LR6)
- mini-play group writing assignment and in-class performance prompt (RP2)
- “blurb” assignment prompt for summarizing literary texts (CJ6)
FINDING, EVALUATING, AND DOCUMENTING SOURCES

When conducting research, our students come into contact with a variety of sources--newspaper articles, scholarly journals, books, and more. What becomes important is distinguishing between a source that is useful and a source that is not so useful. Instructors may choose to start with a discussion on how students evaluate information sources they interact with on a daily basis, while others may take a more academic approach right off the bat. Whatever you may choose, developing a strong approach to finding, evaluating, and documenting sources plays an significant part in completing research tasks and projects in your composition course and beyond.

Suggested skills/activities/exercises: summary, paraphrasing and quoting practices, library research orientation, plagiarism, MLA/APA systems

HANDOUTS/WORKSHEETS

- research log worksheet for tracking library research (TP4)
- quotation and citation handout (CJ1)
- tip sheet on introducing citations (NF11), ELL
- plagiarism student handout (NF17), ELL
- handout on using quotations (AH3)

LESSON PLANS

- notes for mini-lecture on MLA and APA in disciplinary contexts (AP3)
- lesson plan for scouting works-cited-building websites (LR10)

ASSIGNMENT PROMPTS

- annotated bibliography assignment and guide (MS1)
- intertextual assignment prompt for researching an issue with personal stakes (SKM1)
- annotated bibliography guide and assignment prompt (MS1)
- MLA "bibliobiography" assignment prompt (CJ13)

TIPS/EXTRA READINGS/USEFUL LINKS

- UW Libraries' EWP Instructor Website offers handouts, assignments, and information about how to arrange a librarian-led orientation in your class.
• guide to conducting interviews, including pitfalls of primary research (XZ3)

LESSON PLANS

• to be uploaded soon

ASSIGNMENT PROMPTS

• assignment prompts for conducting and making (inter textual) arguments about field observations (CP1)
• worksheet and assignment prompt for collaborative writing using interviews (NEF1)
• sequence of assignment prompts for conducting research on definitions (LR9)
• series of assignments and worksheets for scaffolding a research paper (CJ14)
• annotated bibliography guide and assignment prompt (MS1)

TIPS/EXTRA READINGS/USEFUL LINKS

• direct observation journals from Deans
• assignment ideas for community observations from Deans

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