Overview of the 2nd Assignment Sequence

BACKGROUND

So far, you've practiced working with **rhetorical strategies** like **genre**, and **audience** in your Short Assignment #1 (The Genre Translations), engaged **intertextuality** in Short Assignment #2 (Rhetorical Analysis of the Joker using Berger and Lethem), and combined **rhetoric** and **research** in Major Paper #1 (Rhetorical Analysis of a performance of your choice using research gathered from the internet or other popular sources). We've also practiced **peer-review** and touched briefly on **revision** in our class discussions. This means that we have a solid foundation: we've looked at almost all of the **Course Outcomes** for this class.

Think of our progress so far like this: an actor has to memorize their lines before they can decide how to perform their role; an architect must draw up blueprints and choose their building materials before they can start construction; a student learning the practice of writing must gain experience with rhetoric and research before they can apply it to their own work. Now that you have the foundation for rhetoric and academic writing, we're going to go back to the beginning in order to deepen our understanding of the Course Outcomes. By expanding your understanding of reading, rhetoric, revision and peer-review you'll be equipped to produce the second Major Project.

MAJOR PAPER #2 / MAJOR PROJECT #2

We'll be spending the remainder of our class refining the tools you've learned ***in order to produce a well-researched final project that will be included in your portfolio.*** Short Assignment #3 and #4 will both be pieces of Major Project #2 - in other words, the work you do in these short assignments will contribute to, and reflect on the quality of your second Major Project.

There are two options for Major Project #2:

Option 1: Choose a topic you're interested in and conduct scholarly research that will culminate in a 5-7 page (1500-1750 words) ARGUMENTATIVE ANALYSIS that makes a clear claim about your topic and evaluates the rhetorical strategies and content of your research.

Option 2: Choose a topic you're interested in and conduct scholarly research that will culminate in a creative final project (you can choose the form it takes: a video, a story, a screenplay, a song, something you a build - truly, anything you find fitting) *ALONG WITH A WRITER'S MEMO*. If you choose this option, the writer's memo will answer a series of questions that I will provide; you still must produce 1500-1750 words, but the actual writing will likely take much less time due to the nature of the response and absence of organizational/formatting considerations.

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SHORT ASSIGNMENT #3 – Annotated Bibliography and Proposal
DUE DATE: Posted to Canvas by 11:59 P.M. on November 5ᵗʰ, 2015
(Bring a HARD COPY to class)
500-750 Words (2-3 pages double spaced)

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BACKGROUND

You've now made three Works Cited pages for this class and conducted some research for Major Paper #1. You'll use the same skills in order to produce an **annotated bibliography** and **proposal** for your project. An annotated bibliography is *"a list of citations to books, articles, and documents.* Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited" (Cornell University Library). *The proposal is a plan or suggestion put forward in written form for consideration by your peers and instructor (me).*

Whether you plan to do Option 1 or Option 2, you'll need to conduct research of scholarly and popular sources and explain how you'll use them in your project.

THE ASSIGNMENT
Complete an annotated bibliography of **5-7 sources (at least 3 must be scholarly sources)** and a proposal for your research project.

The proposal should answer the following questions:

1. Which option have you selected?
2. What is the subject you're going to research? Why did you select it?
3. Based on your preliminary research, is there enough information available to write a research paper or produce a creative project that deals with the subject you've chosen? If not, what will you focus on instead?
4. If you've chosen a research paper, what does the research suggest about your topic? Can you synthesize the information you've found into a claim? What topics might you focus on in your paper?
5. If you've chosen a creative project, what form might the project take? Generate at least three ideas. How will you use the research in your project for each one? What's the "argument" of your project?

The annotated bibliography should perform the following for each source:

1. **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
2. **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
3. **Reflect**: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you

use this source in your research project? Has it changed how you think about your topic?

Your responses for this section may be bulleted for each element (summary, assessment, reflection) and need not exceed 3-5 sentences for each; this is meant to be a very brief, preliminary way for you to think about how you'll use each source, rather than an exhaustive analysis.

FORMAT

Organization: The proposal should be on the first page, in standard academic form. Do not format your answers to the questions above in bullet-points. The annotated bibliography should show the source first, cited in standard MLA form (the way you would for your Works Cited page), followed by your annotations underneath.
Length: 2-3 pages (500-750 words), double-spaced
Font: Times New Roman or Arial, 12pt
Margins: Default (1")
Citations: MLA

SHORT ASSIGNMENT #4 – Submit Research, Project Claim and Outline/Prototype

DUE DATE: Posted to Canvas by 11:59 P.M. on November 12ᵗʰ, 2015
(Bring a HARD COPY to class)
500-750 Words (2-3 pages double spaced)
THE ASSIGNMENT
1. **Finished Works Cited Page** - This should be a single page that has all of the sources you're going to use for MP2. For information on how to cite digital or non-textual sources refer to the Purdue guide (https://**owl**.english.**purdue**.edu/). Remember: this should include **5-7 sources and at least 3 must be scholarly sources (found in either the UW Library or through academic publications via the UW Library website).**

2. Project Claim:
a. **Option 1:** This will be your working thesis statement if you're doing an argumentative analysis/research paper. *It should include a clear, complex claim about your subject and at least three topics gathered from your research that you're going to discuss.* The claim in your final draft of MP2 doesn't need to be worded exactly as it appears in your thesis here, but for this assignment **you must address all of the elements of the "Big 5."**
b. **Option 2**: Think of this as an "Artist's Statement"; rather than making a claim about a research subject, you're making a claim about your own work: what it's doing, how it does it, and why it matters. Essentially, you're answering all the same questions that you would in a traditional thesis statement, but instead of interpreting someone else's work, you're interpreting your own work - explaining your intentions - for your audience.
c. No matter which option you choose, this section should be formatted as a traditional piece of academic writing: double spaced, complete sentences in Times New Roman, etc. Refer back to the other short assignments if you have questions about formatting expectations.

3. **Outline/Prototype**
a. **Option 1:** This should be a "roadmap" for your paper that includes all the major sections: Intro, Topic 1 with main points/research, Topic 2 with main points/research, etc. Be sure to make sure that you've got your claim/argument in the beginning of the paper, that you've worked each piece of research into a section, and that you discuss counterclaim and the stakes of your topic (i.e. why does it matter?). Also, brainstorm here about what your conclusion will look like.
 i. This can be formatted as a series of bullet points, or in any organizational form that will allow you to "fill in the blanks" as you write.
ii. Conclusion: What are the stakes of this research/claim? Why does it matter? What else does it affect? How else can we think about it? What would your paper have explored if you'd had more time/space for analysis?

   b. **Option 2**: A prototype is a "model" that a person uses to develop a more finished product. For this assignment, the prototypes will look different for everyone, but the idea is that you should have a "blueprint" - a map for building your final project. If it's a screenplay, write an outline; if it's a comic or a short video, make a storyboard; if it's a sculpture, or physical artifact, make a rough sketch and label the parts; your prototype should match the genre or mode you're working in. How would an expert filmmaker/poet/sculptor/graphic artist plan for their work?
 i. Your prototype must include a visual or written outline; if you're unsure of how to do this because your project has special considerations, talk to me at least 4 days before Short Assignment 4 is due.
ii. Your prototype should also include a brief written statement about how the rhetorical choices - any choice you make about how your project will appear or function - contribute to the claim you're making. Be sure to address what the implicit claim is in your project, and how the project takes up the material from your research.
iii. These components, if written, may appear as parts of a bulleted list or in any organizational form that will help you "fill in" the rest of your project.

FORMAT

Length: 2-3 pages (500-750 words), double-spaced
Font: Times New Roman or Arial, 12pt
Margins: Default (1")
Citations: MLA.
Works Cited - This should be the last page, on its own page. For information on how to cite digital or non-textual sources (citations of any kind, really) refer to the Purdue guide (https://**owl**.english.**purdue**.edu/).

MAJOR PAPER/PROJECT #2, DRAFT 1

DUE DATE: Turn in a HARD COPY to class by 8:30 A.M. on November 19ᵗʰ, 2015
1500-1750 Words (5-7 pages double spaced)

Option 1: Choose a topic you're interested in and conduct scholarly research that will culminate in a 5-7 page (1500-1750 words) ARGUMENTATIVE ANALYSIS that makes a clear claim about your topic and evaluates the rhetorical strategies and content of your research.

Option 2: Choose a topic you're interested in and conduct scholarly research that will culminate in a creative final project (you can choose the form it takes: a video, a story, a screenplay, a song, something you a build - truly, anything you find fitting) *ALONG WITH A WRITER'S MEMO.* **If you choose this option, the writer's memo will answer a series of questions that I will provide; you still must produce 1500-1750 words, but the actual writing will likely take much less time due to the nature of the response and absence of organizational/formatting considerations.**

FORMAT

OPTION 1

Length: 5-7 pages (1500-1750 words), double-spaced
Font: Times New Roman or Arial, 12pt
Margins: Default (1")
Citations: MLA
Works Cited - This should be the last page, on its own page, and should include all of the sources that you use in your paper. If it's cited in the text of your paper, it should be in the Works Cited. For information on how to cite digital or non-textual sources (citations of any kind, really) refer to the Purdue guide (https://**owl**.english.**purdue**.edu/).

OPTION 2

Total Word Count of Creative Component and Writer's Memo: 5-7 pages (1500-1750 words)

Creative Component: The form of your creative component will vary depending on your line of inquiry, subject/topic, and imagination. If you're researching a current event, this might be a news report, website, or short documentary; if you're researching avant-garde artists (like Warhol, Tzara or Duchamp), this might be a sculpture, poem, or drawing/painting; if you're researching the history of folk music, this might be a song or music video; set yourself free! If you're having trouble brainstorming an idea, think about your personal interests (hobbies, interests, passions, etc.) and draw on them for inspiration. Whatever you choose, keep in mind that if it has a written element, that will contribute to your word count and you won't have to write as much in your memo...

Writer's Memo
Length: Double-spaced answers to each question
Font: Times New Roman or Arial, 12pt
Margins: Default (1")
Citations: MLA
Works Cited - This should be the last page, on its own page, and should include all of the sources that led you to your project. For information on how to cite digital or non-textual sources (citations of any kind, really) refer to the Purdue guide (https://**owl**.english.**purdue**.edu/).

Writer's Memo Questions

1. Describe/summarize your project's appearance, traits, or form.
2. How would you describe the genre of your project? Why?

3. Who do you imagine would be the intended audience for this project? Why?
4. How does your project reflect a line of inquiry? (i.e. what's the question that drove your research? How does your project reflect that question?)
5. What's the claim - implicit or explicit - of your project?
6. Identify at least 3 rhetorical strategies you use in this project (i.e. what methods does your project use to convey its claim?)
7. How did the research you did affect your final product?
8. What do you think strangers - perhaps another class of ENGL 131 students - would find to analyze about your project?
9. What inspiration did you draw on for this project? What were your influences?
10. What are the stakes of your project? Why is it important?
11. If you were going to "revise" your project, what would you change/improve?
12. How does your project fit into our Course Outcomes? What skills from the Outcomes did you use to accomplish this project? Which skills were useless for this project? (Refer to page ix of the introduction in *Contexts for Inquiry* to review the Outcomes).
13. What personal knowledge or outside skills did you draw on for this project?