

Sequence 2:

Short Assignment 3: Burkean Dialogue Screenplay

In sequence 2, we will focus on the genre of academic research paper, one of the most high-stake genres in college that you will write often. The theme for sequence 2 is “**diversity**,” which is broadly defined and highly contested. Relating to the theme of diversity, you will choose a topic to explore in SA 3 and SA 4, leading up to writing a 5-7 page research paper as MP 2. (Note: your topic cannot be affirmative action because that’s the case study we’ll look at in class together.)

Your rhetorical situation:



Instead of a traditional research proposal and annotated bibliography, you will write a Burkean-inspired dialogue screenplay situating yourself in the scholarship conversation of your topic. People you will be having a dialogue with are **3-4 peer-reviewed, academic sources** that you can find from scholarly journals in the Suzzallo library databases. Based on our discussions of academic writing as entering a scholarly conversation, you will set up a dialogue with your sources and maintain the dialogue representing the arguments of your sources and also discussing your ideas/responses/questions. Hence, the characters in your screenplay should be:

- You
- Authors of 3-4 peer-reviewed, academic sources

By reading your screenplay, your reader should be able to:

- identify your research topic and how you narrow it down to a certain focus
- understand the concise summaries of your sources’ arguments on the topic
- intertextuality links/connections among your sources
- the way you’re formulating ideas in response to your sources
- the stakes of doing research on your topic and potential contributions you would make to the scholarly conversation

Logistics:

2-3 pages; 12-point Times New Roman, double-spaced

Use 1-inch margins

Have a works cited page in MLA style.

Due date: **5/2 (Mon) before midnight** on Canvas

Targeted Course Outcomes: 1 and 2

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.¹

¹ I owe this idea of Burkean dialogue to an English professor whose name escapes me now, but she wrote about a similar assignment on her blog, and I thought it’s such a cool idea to try instead of asking students to do an annotated bibliography. Students found this Burkean dialogue to be very helpful to see connections and parallels among their sources and also learn to how to situate themselves in a scholarly conversation. As the teacher, it also helps me learn better the ways the students are thinking about their topic and where I need to give suggestions.