Select from the following Discussions and Writing Exercises:
- During this week, students either present their blogs or their identity projects. You will also do final teacher evaluations and wrap up the class.

Strand V: Enhancing Transfer—Writing for Situation

By Liane Robertson and Kara Tacza

Overview of Strand for Instructors
This strand is based on the research area called knowledge transfer, or how students apply what they learn in one context to another. Recent research indicates that content taught in a composition course is integral to ensuring that transfer of knowledge about writing occurs for students. Since the overall goal of first-year composition is to help prepare students for the writing they will do in other college courses, or the workplace, or various other contexts, we developed this strand based on what we know about the conditions in which transfer is more likely to occur. The content of this strand is designed to enhance transfer. Specifically, the strand is designed around the mission of 1102: to teach students how to research, write about research, and take that knowledge about research and writing with them to use in other courses. Our four-unit design follows this overview:

- Unit 1: Introduce students to key concepts/terms about writing while they learn to incorporate evidence from sources provided and to analyze in their writing.
- Unit 2: Reinforce key concepts/terms about writing, while students learn to research and use sources they find in their writing.
- Unit 3: Using the key concepts/terms about writing, students apply what they discovered/wrote about in the research phase to the development of a strategically planned composition in multiple genres.
- Unit 4: Using constructive reflection, students develop a theory of writing that integrates the key concepts and key terms learned in the course with the practical experience gained in applying those concepts to their own writing. Through this reflection, students learn how to transfer writing knowledge to new concepts.

As the outcomes below indicate, and as research and the teaching of this course affirm, students are more likely to transfer knowledge about writing when the content the course focuses on is writing. By the end of this course, students develop knowledge about writing and the confidence to approach any writing situation using rhetorical strategies.

Outcomes
This strand is designed to realize the outcomes for the FYC program, but additionally, it is intended to help students understand the theory behind writing so that they can practice that theory in any writing situation. Theory for the strand focuses on these key terms:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Exigence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composing</td>
<td>Circulation</td>
</tr>
<tr>
<td>Rhetorical Situation</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Genre</td>
<td>Context</td>
</tr>
<tr>
<td>Reflection</td>
<td>Critical Analysis</td>
</tr>
</tbody>
</table>

Description of Major Assignments
The following Major Assignment descriptions are designed for students, so instructors can simply cut and paste these into their course syllabus. The Note to Instructors that follows each assignment description is provided as additional explanation for teachers using this strand.

Major Assignment #1: Source-based Article

For this assignment, you will write a 6-8 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 from the assigned reading sources (which represent a variety of genres) to incorporate evidence as support for your ideas about these key concepts and to 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 your sources in order to determine the connections 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, considering the concepts of genre, audience, and rhetorical situation and how they connect.

Note to Instructors:
This first assignment proves challenging for students in two ways: 1) students are just beginning to grasp the concepts, especially rhetorical situation, and 2) the assignment requires them to think theoretically, perhaps for the first time. The first challenge is answered simply by informing students that you are looking for them to grapple with the concepts of genre, audience, and rhetorical situation, and that you are looking for them to use evidence and analysis that discusses these concepts. Even students who don’t quite grasp the rhetorical situation can offer insights about the sources that work toward their understanding of it. The second challenge is answered in the same way: ask them to identify the concepts and then look for examples of the concepts within the sources, then write about how they think the author uses those concepts in each source. This excerpt of a student assignment, used with the student’s permission, illustrates these points:

Good writing factors in three main components that enable it to fulfill its purpose effectively: genre, rhetorical situation, and audience. Without any one component, writing may be dull or pointless. The audience, to whom the message is intended, will receive the message most effectively depending on the genre utilized by the author and the rhetorical situation. An audience can be anyone; however, some messages can be directed toward a target group of people who may share a common belief, opinion, experience, cohort, etc. The audience intended to receive the message does so best when the author takes the audience’s context into account, or the rhetorical situation. The rhetorical situation is all the outside influences that interact to form a particular context around the audience. Essentially, rhetoric is communicating a message in a way that the audience will receive it most effectively. Genre is similar to rhetorical situation in a way that both ideas are utilized to help the audience receive the message. Genre can best be described as a particular style or theme that consists of similar characteristics, or conventions, that enable a work to be categorized. Based upon a work’s genre, an expectation is formed from the audience that needs to be fulfilled.

In Dr. King’s ‘Letter from Birmingham Jail’ there is such an exigence. He had an opportunity and made an attempt to send a message to those in helpless despair and those with power and status. The letter is the perfect genre for the rhetorical situation, because it allows him to reach out with logic and reason to his audiences, but also conveys emotion and hope to those fighting for civil rights.”

Student assignments show various levels of understanding of the key concepts, but the goal of the assignment is to incorporate evidence from sources and to interpret those sources analytically in their article. They are able to do this without as firm a grasp on the concepts as they will have later in the semester. They will feel more confident about completing this assignment if that is made clear to them.

Major Assignment #2: Research Essay

For this assignment you will write an 8-10 page research essay with citations. In an inquiry-based essay, the development of a research question is the cornerstone of the 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, a solid research question about your topic is crucial in ensuring your inquiry will be effective. Once your research question is finalized, you will conduct extensive inquiry seeking connections between the information you discover during your research and the potential significance to your topic and your audience. 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.

You must include a **minimum of 8 sources** in total of the following types of research:

- 5 academic or scholarly sources
- 2 popular sources
- 1 primary source of either a personal interview or field notes from an appropriate observation you conduct

Throughout the research process, you will write several short assignments designed to help you through the stages of the research essay. These assignments, each a different genre, will focus your research efforts, help you think through the process, help you analyze your sources, and ultimately help you present strong ideas in your essay.

**Short Assignment #1: Research Topic Reflection**

This reflection will be based on your topic exploration and initial research. You’ll 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 to evolve into one final research question, and we’ll evaluate examples of strong research questions.

**Short Assignment #2: Research Proposal (1-2 typed, single-spaced pages)**

The 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. **NOTE:** This assignment is the **last chance to change your research question**. Once your proposal has been approved, the question you propose is final.

**Short Assignment #3: Research Report**

In this report you will provide an update on your research in progress:

- Discuss the sources you have found so far and analyze their credibility
- Provide details about each source: how was each found, what makes each viable and how do you imagine each one effectively supporting your ideas?
- Which source 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
- Identify what’s missing in your research, and speculate about information you are still seeking from additional sources

**Note to Instructor:** The short assignments in this unit are designed to help students prepare to research and write about the research, while providing the teacher with a means of checking on and responding to the progress of their planning. Sequentially, begin with lots of brainstorming about topic ideas, develop potential research questions that might work, and winnow the process to a final question. This works well with a planned trip to the library for instruction on using the databases and finding academic sources. From there, students can develop the research proposal, with some idea of what they might find, how they’ll do it, and how the research paper might be organized. At this point many students start to see that the 8-10-page research essay is not as daunting as it may have initially seemed. It’s a good idea to schedule conferences around the proposal, to discuss each student’s plan for moving forward and to ensure each student is on track. Make sure students know they’ll also work with this topic in Major Assignment #3, and that a critical factor for success in those two assignments is their own level of interest in the topic; research and writing is much more fun when the topic is of personal interest. The third short assignment is another opportunity to check that students are finding the right kinds of sources to be able to write the essay. Using *The Curious Researcher* throughout this process is invaluable—it mirrors the sequence of assignments and provides readings and exercises that can be used to walk students through what for some is their first significant research experience.
Major Assignment #3: Composition-in-Three-Genres Project

For this assignment you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition which uses different genres to communicate to a targeted audience about that same topic. You will use your previous research, along with new sources, to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. Your genres are your choice, based on your analysis of the rhetorical situation learned in the research process. In this assignment, you will be relating your topic to audience even further than you did in your research essay, incorporating additional evidence and new arguments designed for audience expectations. You will target your audience(s), consider the rhetorical situation, and develop genres to communicate to that audience based on the knowledge you have from developing the research essay. You will also develop a rationale to communicate the strategy behind your genre choices, and a reflection on the process. This assignment requires you to engage your critical thinking, your rhetorical awareness, and your reflection capabilities, in order to most effectively communicate to your audience. The composition will include:

- **Three genres** to communicate to your audience(s) as one cohesive composition
- A **rationale** for your overall composition *(3-4 double-spaced pages)* that explains the rhetorical choices you made and their significance to your audience.
- A **reflection** *(3-4 double-spaced pages)* that outlines the process from audience strategy to final composition, exploring your process in creating this project
- A **Works Cited page**; minimum of 5 sources (3 from the Research Essay may be used here) appropriate to the audience you define in your audience strategy

**Potential Genres:**

You may use any genres you feel are appropriate to your audience. The strategy you develop will guide you in choosing the genres you create. Communicating effectively to your audience is your goal here, so your genre choice is key. Guidelines for the length of each genre will be discussed in class. You may choose one genre from each of the following areas:

- news article (newspaper or magazine)
- memoir
- obituary
- advertisement or photo essay compilation (with short essay explanation)
- website
- blog
- short-feature video
- academic journal article or academic case study
- brochure
- speech
- multimedia presentation
- other genres you think of, **with instructor approval**

Just as you did for the research essay, you will engage in a series of short writing assignments designed to help you focus your thinking about audience, message, and outcome before you begin the composition project.

**Short Assignment #1: Potential Genres Proposal**

Through a series of journal entries and in-class activities, you will explore various genres that might be appropriate to your project and write a proposal outlining the ones you’re thinking about using in your composition and including an audience strategy which outlines your thinking about who you would target and why. This proposal is designed to help you explore several possible genres and then to narrow in on a strategy for the three specific genres (besides the rationale and reflection) that will comprise your project. Planning to communicate your ideas to an audience will ensure its success; just like your planning process for the research essay, this proposal is the basis of your composition.

**Short Assignment #2: Research Sources Report**

In this report, you will provide an update on your research sources, explaining which sources, if any, you will carry over from your research essay and why they make sense as sources for your composition project. You will also report on the relevance of at least two additional sources you will use to support your project. These sources might be different types
than those you found in researching for the previous essay—you are researching the type of genre you might use to reach your target audience in this assignment, not necessarily looking for new information about your topic.

**Short Assignment #3: Reflection on your Composition**

In this reflection, you will analyze the process of creating your composition project as well as thinking through questions that involve the core key terms. Think about what rhetorical choices you have made and consider the following questions: What barriers in communicating to your audiences did you encounter? How did you overcome these barriers? Why did you choose the three genres that you did? How did genre affect audience choice? Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them? How was your original discourse community affected in new genres? How was the composing process different than with your research essay?

**Note to Instructor:**

Students have a lot of fun with this project, but it’s also where some key learning happens. They need to stick to the topic they just researched and wrote about because they are familiar with that topic, which allows them to focus on the writing concepts in this project and to understand the choices a writer must make to be effective. A new topic detracts from that learning opportunity.

This project is a turning point for many students in understanding the key terms for the course. The process of decision making about which genres will work for which audience, and what the purpose of the writing might be, solidifies these concepts and how they are used by any author in any rhetorical situation. The key to this assignment is the proposal—the choices made about genre, audience, and rhetorical situation are more indicative of a student’s understanding about the writing concepts than the production of each finished genre. The genres are accompanied by a rationale and a reflection, which help to explain “author intent” or what the student is trying to accomplish in the project. You will want to emphasize the importance of these two pieces in explaining that intent so that students don’t get bogged down in hours of production but understand that the soundness of the overall strategy is the driving force behind the success of this composition. It helps to tell them that if one of their genres doesn’t communicate what it is intended to communicate, the rationale and reflection can help explain it.

Students worry less about their grade being impacted by how creative they are if they understand they are being evaluated on both strategic elements and creative elements. However, creativity should not be discounted; the Digital Studio can be helpful in demonstrating to students how easily some of the digital genres they might like to use can be created, and a quick demonstration by a Digital Studio tutor of Photoshop, Wix, or advanced PowerPoint can be all the encouragement students need to try something they’ve never before attempted. The other element to emphasize is the coherence of the composition: all three genres should connect toward some identified outcome, on strategy, and fully explained in the rationale and reflection. It helps students to think about the rationale as setting the stage (introduction) and the reflection as making connections and stating the significance (conclusion) for the entire project. Build in lots of class time for working on the genres, not just for creating them but for researching and planning as well. Arrange a 20-minute Digital Studio demonstration in your classroom with samples of the type of work that students can create there. It’s a good idea to conference with students at the planning stages of this project, and then to use workshop-style class sessions or partial class sessions to check on progress.

**Major Assignment #4: Reflection in Presentation**

Reflection allows you the opportunity to process knowledge and then apply that knowledge. In doing this, you can come to an understanding and interpret what it is you have learned. This semester we have used reflection in this way. In the final assignment you will use reflection to analyze and interpret your learning process. Over the semester, you have had the opportunity to create a knowledge base of writing and its practices. You have been developing a theory of writing as we’ve moved along, and in this final reflection you will finalize that theory, exploring the following:

1. What is your theory of writing?
2. What was your theory of writing coming into ENC 1102? How has your theory of writing evolved with each piece of composing?
3. What has contributed to your theory of writing the most?
4. What is the relationship between your theory of writing and how you create(d) knowledge?
5. How might your theory of writing be applied to other writing situations both inside the classroom and outside the classroom?
For each of these questions, you will need **to support your ideas with your previous writing** in this course (use your own writing as evidence) and **through these examples interpret what you have learned (i.e. analyze your own learning)**. You will create a compelling argument for whatever you decide to write for this supported by evidence from and analysis of the work completed in class this semester. You will **choose a genre to work in**—letter, essay, journal entry or any genre appropriate to reflection (and approved by the instructor). You will also describe how your choice of genre for this assignment affects the outcome (the final product) of your reflection (i.e. you will rationalize your genre selection based on what you now know about using genres effectively). This final reflection is a time for you to demonstrate your increased knowledge in writing—the practices of writing and the key terms as well as any specific skills you’ve acquired—and to offer a final theory of writing within the context of the concepts we’ve covered in this course. Your theory of writing will evolve from this point, undoubtedly, but this assignment asks you to demonstrate the evolution of that theory within the timeframe of our course.

*Note to Instructor:*
This final assignment brings students back to the theoretical, but also asks them to apply a theory of writing to their work. They should draw on the in-class free writing and reflections they did all semester, the work in Major Assignment #1, and their recent thinking about the writing concepts for Major Assignment #3, to develop their final theory of writing for this class. Thinking ahead to the types of writing they’ll do in their majors is a great way to get discussion and reflection going on this assignment; having students do some informal research on the types of writing they see in their chosen or potential professional field further illustrates the applicability of the writing concepts they’ve learned. The readings for this unit are also theoretical, but the key points can be distilled by and for your students for maximum benefit. This point in the semester can be difficult for student motivation, so expecting more reflection than reading of theory is realistic. Providing additional class time in this unit to cover the readings and for students to work on developing their theory is critical to ensuring students don’t lose their focus entirely in this final segment during the inevitable drop in motivation that comes with the end of the semester.

**Journals, Responses and Writing Exercises**
Ideas for journals, writing exercises, responses and free writes are included throughout the week-by-week section.

**Blackboard and Technology**
This strand works in either a computer writing classroom or a traditional classroom equally well. The course site on Blackboard can be used to post all journals and responses, to conduct workshops in or outside of class, and to host resources for students, such as the rhetorical situation PowerPoint presentation used in Major Assignment #1. A course blog might be set up to use as an alternative or to augment Blackboard. An electronic portfolio ([www.epsilen.com](http://www.epsilen.com)) is one easy-to-use program can be created for the course, or for the third major assignment, at the instructor’s discretion.

**Grading/Evaluation**
Evaluation of the work in this strand works best taking the approach of grading by assignment. A modified portfolio or hybrid approach might also work.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals and In-class Writing</td>
<td>10%</td>
</tr>
<tr>
<td>Major Assignment #1</td>
<td>20%</td>
</tr>
<tr>
<td>Major Assignment #2</td>
<td>25%</td>
</tr>
<tr>
<td>Major Assignment #3</td>
<td>25%</td>
</tr>
<tr>
<td>Major Assignment #4</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Week-by-Week Plans for a 15-Week Semester**
During fall semester, class meets usually only once during Thanksgiving week, and that week usually falls around Week 13 or 14. This means that towards the end of fall semester one of your weeks will be very short. You’ll need to adjust the plans that follow accordingly.

During spring semester we have an extra week added to the semester for spring break, which falls around Week 10. If you count spring break week, spring semester is usually 16 weeks long, but of course, classes don’t meet during that extra week, so it’s not included in the plans that follow.

**Week 1**
- Introduce students to you, each other, and the course using an **icebreaker exercise**.
- Review course policies and syllabus, explaining course design and how major assignments connect.
- Explain Major Assignment #1 in more detail and provide detailed schedule for at least that unit.
- Introduce concepts of genre and audience by discussing movies and music and the genres that exist in those mediums. Have students compile lists of audience expectations or “conventions” for various movie genres (i.e. horror movies = villain, suspense, scary music, etc.). Apply this exercise to music genres. Have students work in small groups, each working on a genre, and then come together to discuss. This exercise helps them get to know each other, and is a great way to understand how to break down a genre. End the discussion by talking about writing genres, especially text messages, websites, email to a professor—familiar to them, but they probably haven’t thought of the audience expectations of these.

**Reading:**
- *Beyond Words*, Cluster 4.3 and Road Trip movie poster (p. 230-231), poster as a genre related to movies, but having its own audience and purpose as a genre
- *Beyond Words*, (p. 16-23) “Considering Audience” (discuss genres as designed for a particular audience)

**Writing:**
- Have students complete Journal #1 (What is Writing? Discuss writing they’ve done in school and out, what writing they see or read, what makes writing good, what do students in 1102 need to know about writing, what writing will they do in their majors, and what their favorite or least favorite writing is. Ask them to make one comparison to the class discussion or readings so far.)
- Free write on the Key Terms, so students have a starting point for their thinking and so they can revisit this earlier thinking during the last major assignment.
- One way to help students break down resistance to writing theoretically is to ask them to draw the composing process: any type of illustration, diagram, or representation of the writing process, for them or others, is helpful. Some draw the process of writing interrupted by trips to the fridge, others diagram how they think about starting, and others just draw themselves writing while also Facebooking or watching TV. This quick exercise helps them think about what they might write for their journal by making them think about the writing process.

**Select from the following Inkwell Exercises:**
- Critical Reading and Thinking Exercise with Beyond Words (Analysis)
- Comparing Tone and Style (Analysis)

**Week 2**
- Complete the FYC Program plagiarism exercises in class
- Continue discussion of genre and audience, comparing two excerpts from novels and one memoir (below) to illustrate genres
- Introduce concepts of purpose and context, add to discussion of genre, audience
- Using Purdue OWL’s [http://owl.english.purdue.edu/owl/resource/625/01/] PPT on rhetorical situation, introduce the concept of rhetorical situation and use the McGraw-Hill chapter to reinforce

**Reading:**
- Beyond Words (p. 24-38) (includes sections on purpose, genre, media and context)
- Beyond Words (p. 110), excerpt from graphic novel *The Veil*
- Purdue OWL Rhetorical Situation PowerPoint

**Writing:**
- Journal #2 – Discourse Community, Genre (ask students to define and look for examples or interpret these concepts in the readings discussed so far)
- Free Write – rhetorical situation (after delivering the PowerPoint and discussing the chapter, have students do a free write to make sense of this concept, which proves most difficult for them. This will give them something to refer back to when they write Major Assignment #1). Discuss as a class when free write is done.

**Select from the following Inkwell Exercises:**
- Audience and Voice Exercise (Audience)
- Five Things (Audience)
- The Devil’s Advocate: What Are You REALLY Saying? (Audience)

**Week 3**
- Recap discussion on discourse community – have students bring a sample genre from the world they’ll inhabit when they graduate (i.e. the professional area of their major – an ad or article from a business magazine, a fashion magazine, a brochure, a website posting or article) and discuss in free write and as a class
Discuss the terms *audience* and *exigence* (use Bitzer’s article and readings below for class discussion on writing to audience expectations).

Do *invention exercises* for Major Assignment #1 in class – outlining or mapping/clustering are good for this assignment to help students reign in all the new information they have about key terms and concepts being discussed.

**Reading:**
- PDF of “The Rhetorical Situation” by Lloyd Bitzer
- *Beyond Words* (p. 90) Project 1.1, “Analyzing a Visual Text” (analysis example)
- *Beyond Words* (p. 144) “In the Kitchen” by Henry Louis Gates Jr.

**Writing:**
- Journal #3 – Rhetorical Situation (students have more sources to work with now, so ask for a definition and a description of rhetorical situation in some of the works – this builds toward Major Assignment #1)
- Draft #1 – Major Assignment #1

**Select from the following Inkwell Exercises:**
- Genre Knowledge: Linking Movies and Music to Genres of Writing
- Genre and Rhetorical Situation: Choosing an appropriate Genre

**Week 4**

Discuss critical analysis and how to apply it to this assignment. Use “Letter from Birmingham Jail” to demonstrate critical analysis, and how *rhetorical situation* and *audience* are working strongly in it (you may want to assign just an excerpt or two of this long, but helpful piece, to give students time for their own writing).

Draft #2 and #3 are due this week. Build in some time for class workshop where students can work on their essays and get help from each other or instructor.

Students won’t conference with instructor officially until the research essay, but find class time to check in with each student or small groups of students during their workshop, and check on individual drafts in class to ensure no student is seriously struggling (or encourage visits during office hours).

Introduce the idea of peer workshop and the important role of peers in the writing process.

**Reading:**
- PDF of Martin Luther King Jr., “Letter from Birmingham Jail” available here: [http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf](http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf)
- *The McGraw-Hill Handbook*, Ch. 7 “Reading Critically”

**Writing:**
- Draft #2 and #3 and responses to peer writing

**Select from the following Inkwell Exercises:**
- Genre Scavenger Hunt

**Week 5**

Major Assignment #1 should be due at the beginning of the week in order to start the research essay on schedule.

Have students turn in all drafts, peer responses received, planning work and anything else not already posted on Blackboard that contributed to the process of creating this first assignment.

Students should do a final reflection on the process of this assignment, either in class or as homework to hand in with their final assignment.

Introduce Major Assignment #2 – Research Essay, discussing topic selection and guiding research question as foundational for success, and reminding students to choose wisely as they’ll stick with the topic for almost the rest of the semester.

Begin discussion of *knowledge* – how it is packaged and presented to us.

**Reading:**
- *The Curious Researcher*, Introduction and Ch. 1
- *The McGraw-Hill Handbook*, Ch. 15
- *Beyond Words* (p. 84-89) “Doing research and documenting sources”
- *Beyond Words* (p. 314), “Data Mining” by Brad Stone
- *Beyond Words* (p. 424-427), Dove Campaign for Real Beauty
- *Beyond Words* (p. 280-291) “Telling War’s Deadly Story…” by David Carr, “Regarding the Pain of Others” by Susan Sontag, and war photography section
Writing:
- Journal #4 – Knowledge (what is it, how do we obtain it, how is it mediated or packaged for us, how is knowledge constructed, when/how does something become accepted as “knowledge”)
- In-class free write on research topic ideas (to build toward Research Topic Reflection) – use The Curious Researcher, Ch. 1 to help brainstorm
- Research Topic Reflection (Short Assignment #1) posted – can include more than one potential topic, but students should begin to narrow the focus
- Students should prepare two or three possible research questions for their short list of potential topics (see Curious Researcher Ch. 1 for good research questions).

Select from the following Inkwell Exercises:
- Play It Again, Sam: Summary vs Analysis (Analysis)

Week 6
- Have a Library Instruction Day at Strozier (make arrangements early in the semester) so students can learn to use the databases – this works best when students have a final (or near final) research question they are ready to follow.
- Replace one class this week for conferences – have students bring Research Proposal (Short Assignment #2) to conference.
- Have students “present” their research plan (from proposal) to you in conference, and make sure they understand the required sources, how to use the library and other means (i.e. Google Scholar), what they plan for interview/observation, and what they think they’ll find as they pursue the research question.

Reading:
- The Curious Researcher, Ch. 2
- The McGraw-Hill Handbook, Ch. 16 and 18

Writing:
- Research Proposal (Short Assignment #2)

Select from the following Inkwell Exercises:
- Curious Researcher Teaching Groups (Research)
- Sharpening Structure: The Research Essay (Research)

Week 7
- Replace the first class of this week with continued conferences from Week 6
- Discuss context and circulation of information
- Check on research progress with students via Journal #5
- Students are researching on their own and reporting in on progress so far

Reading:
- Beyond Words (p.334) “Reading Texts About Technology and Science” (and choose from the images that follow for class discussion)
- Beyond Words (p.348-53) “Google Maps is Changing the Way We See the World”
- The Curious Researcher, Ch. 3

Writing:
- Journal #5 – Research in progress reflection (for instructor to check in and provide feedback to postings, but also for students as prep for Research Report)

Select from the following Inkwell Exercises:
- Title: Visualizing an Essay—Analyzing a Text (Analysis)
- Hypertextuality and Online Research: Evaluating and Using Online Sources (Research)

Week 8
- Draft #1 and #2 of Research Essay are due this week
- Students will post a research report by the end of this week (drawing on Journal #5 but finalizing all research by this point)
- Do a workshop on MLA in-text citation and works cited, and reiterate in workshops next week

Reading:
- The Curious Researcher, Ch. 4
- The McGraw-Hill Handbook, Ch. 23 (MLA)

Writing:
- Research Report (Short Assignment #3) – check that all students have appropriate and required sources
• Draft #1 and #2 of Research Essay (draft #1 might be simply an expanded outline)

Select from the following Inkwell Exercises:
• Repainting the Starry Night: Visual/Textual Analysis (Analysis)
• Arguments on Trial: Using research/evidence in writing (Research)

Week 9
• Workshop all week to ensure students are incorporating evidence, analyzing and interpreting the research they’ve found, using in-text citations, and understanding how to create a Works Cited page.
• If students need a little extra time, use the entire week to workshop and extend the final deadline to the first day of Week 10; ensure process reflection for research essay is done in advance.
• Introduce Major Assignment #3 so students can be thinking about it and so the class stays on schedule despite extended deadline for research essay

Reading:
• Their own research and writing

Writing:
• Draft #3 and #4 and peer responses to writing

Select from the following Inkwell Exercises:
• Commercial Break!!!: Creative Play With Media Influence (Writing about Various Media)

Week 10
• Final research essay submitted at start of week (if deadline extended)
• Complete a process reflection for Major Assignment #2
• Invention work for Major Assignment #3, including genre brainstorming

Reading:
• The McGraw-Hill Handbook, Ch. 14
• From 60 Minutes.com – search for Bruce Springsteen interview from 2009 (or any similar interview) to demonstrate the interview in a new medium
• Beyond Words (p. 60-83) “Reaching an Audience” and following sections
• Beyond Words (p. 264-273), “Reading Texts About the Media” (264) and accompanying media images (265-73) and captions

Writing:
• Post Reflection (Short Assignment #4)
• Free write on genre, having students explore their original definitions and ideas from week 1 about the concept of genre, how it’s defined and categorized, etc.
• Journal #6: Genre Exploration – do this in class as a set-up for Short Assignment #1. This will give students a chance to begin to develop their ideas for what genres they will choose for the major assignment.
• Potential Genres Proposal (Short Assignment #1): Make sure that the genres students want to work with do the following: (1) can be done in the time given, (2) are appropriate to be working in, and (3) are appropriate to assignment guidelines. Proposal should identify genres chosen, include a strategy for reaching one or more specified audiences with those genres, and support for the overall strategy with research/analysis about genres proven to reach specified audiences.

Select from the following Inkwell Exercises:
• Comparing Digital Genres: Facebook, Twitter, and Text Messaging (Genre)

Week 11
• Continue invention work on genre with different in-class exercises (see sample writing assignment below)

Reading:
• Los Angeles Times, Michael Jackson Obituary
• Esquire, Michael Jackson Obituary
  http://www.esquire.com/the-side/opinion/michael-jackson-obituary-062609
• Beyond Words (p.425-427) “The Campaign for Real Beauty Background”
• Beyond Words (p. 429-431) “The Truth about Beauty”

Writing
• Free write a comparison of the Michael Jackson obituaries (or use recent obit of any other well-known person) questioning and analyzing the two different samples of the same genre and how the same information is tailored to different audiences/mediums
• Journal # 7: Digital Journal – have students experiment with concepts of genre and audience specific to digital mediums by creating a digital journal (create an image or series of images that represents a specific word or phrase digitally – i.e. “Halloween” or “spring break”).
• Journal #8: Create an Obit – give students an opportunity to create a specific genre and to align with their reading of obituaries. Make it fun by having them choose a publication (and thus an audience) and celebrity (real or imagined) for whom to write an obituary appropriate to the publication and audience they chose.

Select from the following Inkwell Exercises:
• Exploring Culture: The Influence of Ads (Analysis)

Week 12
• Replace 1-2 classes this week for conferences (or 1+1 class next week) – have students bring Research Sources Report (Short Assignment #2) to conference
• Focus of this week is research and planning of composition projects
• Encourage students to work on their projects outside of class once their research is “approved” by you in conference, and have them submit a Blackboard free write (see below) as an update and a reflection on progress of genre creation

Reading:
• Beyond Words (p. 307-311) “From YouTube to YouNiversity”
• The McGraw-Hill Handbook Ch. 4, 5, and 6

Writing
• Free write – have students provide a detailed update of their projects including what they have done so far, what is going well with the project, and what they still need to work on or find in terms of research
• Journal # 9 – Fractured Fairytale: have students write a one-two page “fractured fairytale” relevant to their lives (remixing of a fairytale in any genre – i.e. Sleeping Beauty wakes up and decides she doesn’t want the Prince). This gives them more experience with genre choices and considering audience and purpose

Select from the following Inkwell Exercises:
• Exploring the Interplay of Text and Visuals (Analysis)

Week 13
• Plan one class period as a “work day” and reserve the Digital Studio for students working on digital genres, while others can work in the classroom together
• Workshop – have students workshop their projects (no matter the stage they are in – i.e. one genre more complete than another) and their rationales with peers to check for audience reaction, effective communication of message, etc.

Reading:
• Their own research on genres

Writing
• Draft #1 of genres and rationale and workshop responses to peer drafts

Select from the following Inkwell Exercises:
• Genre and Reflection Exercise: Using Reflection to Understand Genre (Analysis)

Week 14
• Final Major Assignment #3 Due (Composition-in-three-genres Project)
• Write reflection for Composition Project – use prompts that help students begin to address the theory of writing they’ll work on in Major Assignment #4
• Introduce Major Assignment #4 – emphasize the theoretical aspects of this project, that it represents exclusively student’s own thinking informed by readings and collaborative reflection (this lack of parameters can be tricky for students who still need the teacher to tell them what to do, so taking the pressure off by emphasizing that there is “no right answer” helps free them to write effectively)
• Discussion of reflection and reflective theory (see readings below)

Reading:

Writing
• Reflection on Your Composition (Short Assignment #3)
• Free write as an invention exercise: review key terms from the free write from week 1 and move forward through Blackboard postings, exploring how the definitions of these key terms have progressed for students all semester
Week 15

- Continue discussion of reflection and consideration of writing concepts
- Focus this week on students’ development of a theory of writing and how they will implement that theory into their final assignment, using their own written work throughout the semester as support/examples
- Do course evaluations

Reading:


Writing

- Free write – have students continue to “constructively reflect” working in small teams to discuss and collaborate to develop their theory, and provide thinking prompts they can use to ask themselves and each other, focusing on how reflection makes us consciously apply knowledge and transfer that knowledge to a new situation
- Journal #10 – The Wrap-Up: have students explore in detail the key take-aways from the course, as a way to build informal ideas about writing concepts/key terms they can use in their reflection. This journal acts as Draft #1
- Draft #2 of Reflection, including a workshop in class
- Final Reflection-in-Presentation Due

PART V: TEACHING IDEAS AND ADVICE

Designing Your ENC 1101 or 1102 Course

The strands in this teaching guide are intended to 1) give you a certain amount of freedom to design elements in your course that best suit your teaching style while 2) constraining your course in fundamental ways to ensure consistency within the FYC Program and a core of similar experiences for all our students. The required elements of the program are time-proven methods for improving our students’ writing and are derived from the most current composition and higher education learning theory.

Key Concepts to Unify Your Course

With that two-pronged approach in mind, always design your entire course at the beginning of the semester with a few key concepts which tie together all the required and optional elements of your course. You’ll find that students feel more organized and are clearer about the course goals the more often you can connect ideas from one part of the course to other parts. Key concepts that have proven to work well are ones which relate in some way to students’ past experiences and present struggles, are strongly grounded in language issues (especially writing), and are both intellectually and critically challenging as well as provocative and multi-faceted.

Dividing and Sequencing Assignments

Beyond an overall concept for your course, consider the units you will divide your course into, based on paper assignments. Three or four units work with our strands and allow you to develop a “telescope” approach, or put another way, to build from one unit or paper to another, incorporating what came before into the present. The reason to plan units or paper assignments cohesively is so that you and your students are forced to see beyond individual assignments to the overall course goals; you can see from the overview of your paper assignments or units whether you’re meeting course outcomes. You and your students will also feel more prepared and on track to get to the end of the semester having done everything you set out to accomplish (at least in assignments).

The idea of telescoping, or the connections among all the assignments, is important. Each unit can’t be completely autonomous. Journals and exploratory writing should lead into drafts and papers, papers should lead into other papers, papers should lead back into journals and exploratory writing, and so on. At the beginning of each unit, as you introduce the next paper assignment, plan to talk to students about how the ideas connect throughout the course. It’s very effective for students to understand what the end goal is; come back to the course outcomes with each assignment to help them see what they’re working toward. The end result will be greater success on their part in understanding what’s important in the course.