

Sequence and Summary of Writing Assignments for UVU English 1010

Allyn and Bacon Guide, Brief 5th Edition (updated summer 2008)

Paper #1: "Problematizing a Topic." 2 pages. Chapters 1 and 2 in *Allyn and Bacon*; focus on Writing Project #1 (26-27). Students are introduced to the features valued in college writing, specifically, the writer's ability to engage an idea in complex ways and to resist a resistance to rushing to into easy, simplistic answers or pursuing a single thesis or claim one thesis alone. 2-3 weeks.

Paper #2: either "Solving a Local Problem" or "Significant Event" (INSTRUCTOR'S CHOICE). 4-6 pages. Chapters 3, 4, 5, and 16 (if doing the problem/solution paper) or 7 (if doing the significant event paper) in *A&B*. Students build upon the problematizing skills learned in Paper #1 and begin to develop skills of critical inquiry. These longer papers offer the opportunity to work on argumentation skills such as making claims and providing evidence to support those claims. Students should be introduced to multiple organizational strategies and encouraged to make informed decisions about argument structure and organization of argument. Ideally, these are open topic assignments, so students should be introduced to basic strategies for making good topic choices. 3-4 weeks

In the **problem solution** paper, students must choose a local issue (on or around campus, in their home towns, or the local community). They must acknowledge multiple possible solutions, introduce terms of evaluation, and identify/support the best possible solution. In the **significant event** paper, students must choose a single autobiographical event, and the event must be about the author. They describe the event, provide sufficient context, make wise choices about inclusion/exclusion of details, and explain the event's significance. Students should be taught to identify problematic issues suggested by the event and complicate simplistic interpretations of its significance. Through the requirement of reasoned argument and focus on the author, students are discouraged from explaining significance through clichés, simplistic binaries, or truisms.

Paper #3: "Summary/Strong Response." 4-6 pages. Chapter 6 and 21 (and catch up/review of previous chapters) in *A&B* (writing project introduced on p. 135). This paper builds upon problematizing strategies and skills of argument previously learned. Students are introduced to strategies for reading and summarizing (compressing) difficult material, then to analyze and respond to that material, entering the scholarly conversation in which their text works. This is a good time to introduce students to research methods, and to encourage them to explore academic arguments in areas of personal interest (including their anticipated majors/professional fields). Instructors should also devote some class time to students' independent research and offer individualized assistance during regularly scheduled class periods. 2-3 weeks.

Paper #4: "Proposal/Annotated Bibliography." 3-4 pages. Chapter 8 and 23 in *A&B*. Students move from working with a single text in paper #3 to multiple texts in paper #4 and paper #5. Students should include at least three texts in the proposal, then at least five texts in the exploratory research paper. Students explain a research question, including topic, the academic field in which they're doing research, what they've found so far, and a plan for completion of research. They create an annotated bibliography which (1) cites each source in MLA style, (2) summarizes the source, and (3) analyzes/discusses the source for their specific project needs. One week of class meetings should be devoted to research and individual contact hours (perhaps including scheduled conferences). 2-3 weeks.

Paper #5: "Exploratory Research." Chapter 22 and 23 in *A&B* (writing project introduced on p. 179). Students execute the project they proposed in paper #4. They write a first person narrative of their research process: what did they discover? how did their understanding of a topic change as they encounter new sources? They should consider various organizational strategies for moving from source to source or grouping sets of sources. The paper cites sources in MLA style, integrates skills of summary, problematizing, evaluation, analysis, and argument. The paper leads to a tentative, considered thesis or claim based on the evidence examined, and carefully demonstrates the complexity of the research issue. 3-4 weeks.