

Writing Assignments for UVU English 2010/2020 using the *Norton Field Guide*

This document outlines writing genres for two approaches to ENGL 2010/2020 using the *Norton Field Guide*. Instructors should help students combine a variety of concepts and skills introduced and developed in chapters and apply them to assignments.

In 2010/2020, students continue to develop habits of mind, rhetorical knowledge, and skills related to college-level inquiry. Regardless of the ways instructors choose to develop implement them, the course's writing projects should either be research focused, or work in some way toward developing research focused projects for later in the semester. Instructors are not limited to the recommended writing assignments and chapters, but are, instead, encouraged to supplement them with handouts of their own design, excerpts from other texts, and exemplary readings by professional and student writers, etc.

Semester Research Project Approach w/ Portfolio Option

This approach to the class expects students to develop a semester-length, significant scholarly research project that may include some primary research. Each writing assignment will contribute to the overall research project: the literacy reflection focuses on students' past research experiences and their assessment of their current skills and needs; the research proposal describes a research question and its motivation, and includes a timeline for completing the project (particularly if it involves primary research); the rhetorical summary focuses on one of the sources related to the research project; the annotated bibliography and literature review relates multiple project sources; and the conference paper/researched argument reports on the student's research and argues its implications, in the same way a scholarly article typically would (but with a much lower bar, of course).

Project 1. Literacy Reflection or Research History. 4-6 pages. Weeks 1-2.

Students reflect on and analyze some portion of their literacy history: their past and present as readers and writers, or more narrowly, their past and present as research writers. The reflection may involve collecting writing from their past, analyzing their reading practices, observing and describing their present writing processes, or writing about their process of learning to read, write, or do research. The purpose of the assignment is to have students become aware of and begin to interrogate their assumptions, based on their past experiences and instruction, about what it is to write and to research, what's being asked for in specific rhetorical situations, and how to meet assignment criteria. Ch. 6 (literacy narratives), 28 (beginning and ending), 29 (guiding your readers), 24 (assessing your own writing), 25 (getting response and revising)

Project 2. Rhetorical Summary. 4-5 pages. Weeks 3-4.

Students locate, or are assigned, a scholarly text related to the course theme or their own research project, and summarize the text from a rhetorical perspective. That is, along with the obvious move of gathering up what the text says, they extend the summary to discuss what the text does, using as evidence what they can determine about the writer's purpose, the context the work appeared in, the intended audience, and the situation the writer was writing into. Students may be asked to evaluate the effectiveness of the text in addressing this situation. Ch. 1-5 (the rhetorical section), 7 (Analyzing a Text), and 38 (reading strategies); consider also ch.12 (evaluations).

Instructors should introduce and/or reacquaint students with library holdings and emphasize online search/retrieval strategies. SimpleInternet research should play only a limited role in student papers.

Project 3. Research Proposal. 2-3 pages. Weeks 5-6. May be combined with Project #4.

Students set the course for extended research projects that will take them through the term. The proposal includes sections that establish a problem or conversation and propose a research question in response to it. The rest of the proposal explains how the student intends to address their research question through primary and secondary research. It may identify various questions to be examined and pose problematic questions into which the project will inquire. It includes a detailed timeline for the main tasks the project involves. Ch. 17 (research proposal), 39 (planning research projects), and 40 (finding sources).

Project 4. Annotated Bibliography. Weeks 7-8.

Students create a working document that lists and describes resources the student has found to date and evaluates their relation to the student's research question. A typical format includes introduction that restates the research

question and its exigence and explains the scope and inclusion criteria for the bib. Each source entry contains the source's bibliographic citation and a description/evaluation of about 100-150 words that (1) summarizes the source, and (2) discusses the source in relation to the research question, other sources, and the writer's ongoing understanding of the issues. Ch. 11 (bibs), 41 (evaluating sources), 44 (documenting sources, plus requisite style chapter).

Project 5. Review of Literature. 4-6 pages. Weeks 9-10.

Students gather their existing secondary research to create an account of the conversation to date on their research question. This material will almost certainly be reincorporated as part of their conference paper, but might not appear as a single "chunk" of the text. (However, in some projects, it might comprise most of the "background" section of their conference paper.) Thus, it builds on work done in the annotated bibliography in summarizing (briefly) each piece, and bridges to work done in the conference paper on recounting what has been said, and how it all relates, with respect to the student's research question. It's the same in principle as the "Synthesis Paper" in the multiple-essay sequence, but should be thought of as a working document rather than a finished, stand-alone piece like the Synthesis. Ch. 19 (reviews of scholarly lit), 29 (guiding your reader), 31 (classifying and dividing), 32 (comparing and contrasting), 42-43 (incorporating source material).

Project 6. Conference Paper or Researched Argument. 10-12 pages. Weeks 11-13.

Students report on their research project and argue about its implications in the traditional form of a scholarly researched article or conference paper. (The "conference paper" is a fitting genre in terms of length and emphasizing the scholarly function of the student's writing, but it's essentially synonymous with "researched argument" if that's a more comfortable term.) The goal is a sustained (hence the paper length), multi-vocal (hence the expectation of many sources), scholarly (following accepted scholarly conventions for argument, documentation, and style) discussion of their research. If students have conducted primary research, the paper of course incorporates an extended description of the methods and findings of that research. Following the notion of scholarly argument, students should be discouraged from writing "for" or "against" papers, and the distinction between scholarly argument and "taking a stand" should be clear to students. Ch. 22-23 (writing process), 44 (documentation, with appropriate style chapter), and 47 (print text design).

Project Presentations/Final Portfolio. Weeks 14-16.

In the "single research project" course design, students include pieces in the portfolio that the instructor wants to "go back to" after the experience of writing the full conference paper is over—such as summarizing, or students' reflections on their "research-writing" literacy. So a portfolio might require revisions of the reflection, summary, and conference paper. If time permits, particularly if projects have involved primary research, students might also be asked to present their portfolios or their researched arguments to the class. Ch. 26-27 (editing, proofreading, compiling portfolios); if electronic portfolios are used, chap. 49 (designing electronic text); if oral presentations are used, chap. 48 (designing spoken text).

Multiple Essay Approach w/ Portfolio Option

This approach to the class offers students some shorter, unconnected assignments that, while still creating a sequence, expect students will be writing about different subjects in projects during the first half of the course. It still assigns a significant research project for students, with the expectation that the second half of the course will concentrate on aspects of whatever issue or question the student is addressing. Even there, though, there is flexibility built in for students, if they wish, to write about different aspects of their issues/questions at each point in the process from proposal through bib and synthesis paper to final researched argument. Because of the shorter timeframe for this major research project, it is more likely to be based solely on secondary research than on a mix of secondary and primary research.

Project 1. Rhetorical Summary. 4-5 pages. Weeks 1-3.

Students locate, or are assigned, a scholarly text related to the course theme or a subject of interest to the student, and summarize the text from a rhetorical perspective. That is, along with the obvious move of gathering up what the text says, they extend the summary to discuss what the text does, using as evidence what they can determine about the writer's purpose, the context the work appeared in, the intended audience, and the situation the writer was writing into. Students may be asked to evaluate the effectiveness of the text in addressing this situation. Ch. 1-5 (the rhetoric section), 7 (Analyzing a Text), and 38 (reading strategies); consider also ch.12 (evaluations).

Project 2. Argument Analysis. 5-6 pages. Weeks 4-5.

Students locate, or are assigned, a print, visual, or multimodal text and analyze the structure, moves, and effects of its argument. Lets students practice locating claims, evidence, and warrants, as well as consider the classical rhetorical appeals the writer deploys, and speak to their effect. Ch 9 (arguing a position) and review Ch 7 (analyzing a text); optionally, ch. 24 and 25 (assessing your writing and handling feedback).

Project 3. Research Proposal/Annotated Bibliography. Weeks 6-9.

Students propose and begin scholarly research on a project of significant depth (such as to result in the Researched Argument paper). The Research Proposal is a brief document in which students describe a problem or issue and justify a research project on it. The end result of the research proposal is a focused, clear, researchable research question that relates to some ongoing issue, problem, or conversation. The Annotated Bibliography is a working document that lists and describes resources the student has found to date and evaluates their relation to the student's research question. Ch 17 (proposals), 11 (annotated bibs), and 39-41 (research plan, finding sources, evaluating sources).

Project 4. Synthesis Paper. 4-6 pages. Weeks 10-11.

Students create an account of a conversation relating to the issue they're researching by bringing together the various statements on that issue that they have found. This paper can be thought of as creating a "map" of the various positions other writers have established on the issue in question; the key to the synthesis paper is keeping in mind the goal of establishing connections among these positions in order to give readers an overall sense of "what has been said" on a particular issue—as opposed to a simple, disconnected accounting of what each source has said. Ch. 19 (reviews of scholarly lit), 29 (guiding your reader), 31 (classifying and dividing), 32 (comparing and contrasting), 42-43 (incorporating source material).

Project 5. Researched Argument. 10-12 pages. Weeks 12-14.

Students present an argument that relates in some way to the research question proposed at the beginning of the research project. The goal is a sustained (hence the paper length), multi-vocal (hence the expectation of many sources), scholarly (following accepted scholarly conventions for argument, documentation, and style) discussion of their research. Following the notion of scholarly argument, students should be discouraged from writing "for" or "against" papers, and the distinction between scholarly argument and "taking a stand" should be clear to students. Ch. 22-23 (writing process), 28 (beginning and ending), 44 (documentation, with appropriate style chapter), and 47 (print text design).

Project Presentations / Final Portfolio. Weeks 15-16.

Students are offered a choice of previous essays to finish developing. (For example, choose 2 of the summary, analysis, or synthesis papers plus the researched argument.) If time permits, they might also be asked to present their portfolios or their researched arguments to the class. Ch. 26-27 (editing, proofreading, compiling portfolios); if electronic portfolios are used, ch. 49 (designing electronic text); if oral presentations are used, chap. 48 (designing spoken text).

Notes on Portfolio option

In sequences designated as *with portfolio*, assignments are spaced more closely together because students reach first-teacher-drafts of projects and then move on immediately, rather than producing a graded product before the next project begins. Time is left at the end of the course to return to projects for finalization during revision workshops. Courses using portfolios may either grade projects individually and offer an additional grade for the portfolio, or delay grading projects until they appear in the portfolio, at the instructor's discretion.