Strategies for Linking *From Inquiry to Academic Writing* to UVU 2010/2020 Writing Assignments

Writing assignments in 2010/2020 build upon and extend the skills learned in 1010. Each 2010/2020 genre has similarities to 1010 genres, but additional practice will help students improve their skills; greater precision and performance will be expected.

Keep in mind that the 2010/2020 sequence of writing assignments leads towards a culminating Portfolio. The Portfolio contains documents that enable students to assess and evaluate their own progress as academic writers during the course. It also provides evidence for how well students are achieving the desired program outcomes for UVU first-year writing.

The 2010/2020 Portfolio includes

- Research History (ungraded) (Writing Project #1)
- Rhetorical Analysis (First graded writing assignment) (Writing Project #2)
- Final Researched Argument (Writing Project #6)
- Self-Reflective Essay (Writing Project #7)
- Optional additional element (as per teacher’s discretion)

**Note:** Readings (Part Two: A Reader for Entering the Conversation of ideas) in Greene and Lidinsky are optional for use in your class. For each unit, reading suggestions are listed that may be integrated into your assignments and discussion if you find them helpful. Remember however to prioritize student writing. Readings are to be used in support of the writing process rather than as a primary focus.

**Writing Project #1: Research History (1-2 pages) introduction, Chapter 1**

**Week 1**

Draw upon readings to support this unit as you deem appropriate. Jonathan Kozol’s "Still Separate, Still Unequal: America’s Educational Apartheid" (308) situates education in our classed and racialized society. This article could effectively set the stage for the semester’s critical research and inquiry process.

**Introduction**

Discuss the following questions in class:

- Why are complex terms and vocabulary an important part of academic writing?
- What are the characteristics that distinguish academic writing from other written and verbal genres (newspapers, letters to the editor, television, talk radio)?
- How did Martin Luther King Jr.’s “Letter from Birmingham Jail” demonstrate how academic habits of mind and writing skills transfer to the world outside the academy?

Then have students assess their own progress as academic writers in the Research History paper. Students may write this paper in class or at home. They should reflect on their experience in 1010. Ask them to specifically identify the question/issue about which they researched and wrote their exploratory research paper. Ask for detailed information so that you as instructor can determine
whether (later in the semester) students choose a new question/issue to research in 2010/2020. Have
students reflect on their own progress towards the skills and habits of mind that characterize academic
writing. Ask them to identify areas in which they could improve during 2010/2020.

Chapter 1

Use the Practice Sequence (14-15) as an in-class activity. Have students work in groups to practice skills
of observation, asking questions, and examining alternatives.

Discuss the notion of complexity. Often people want things to be simple or believe that absolute
binaries underlie all situations (black/white, right/wrong). Why is simplistic binary thinking often flawed
thinking? Draw on student examples of when various situations are more complicated than a simple
binary equation. Cite Kenneth Burke’s Prologue in Heaven, “It’s always more complicated than that.”

Discussion questions:

- Define inquiry. How does the notion of inquiry differentiate academic ways of knowing from
  those outside the academy? What kinds of reliability and validity are involved in academic
  inquiry?
- What elements does careful observation include? What makes a question a good question? How
  are people trained to examine alternatives? How difficult are these skills?

How do notions of academic writing as a conversation and academic writing as a process change the
way student writing functions? Review “Steps to Joining an Academic Conversation” (20). Discuss the
values that academic conversation represents. Ask students to contrast these values with the values
they observe in talk radio, television news programs, etc. Bring in media examples to illustrate the
contrary values that to a great extent determine people’s political views and decisions. How does
learning habits of academic inquiry make one a more responsible citizen?

Writing Project #2: Rhetorical Analysis (4-5 pages) Chapters 2, 3, 10
Weeks 2 & 3

Draw upon readings to support this unit as you deem appropriate. Use the readings as options for
analysis. In addition, James W. Loewen’s excerpt, from “Lies My Teacher Told me: Everything Your
American History Textbook Got Wrong” (332), illustrates the necessity of research and critical analysis.

Chapter 2

Define annotation. Check students’ texts to see if they annotate and how they annotate, Illustrate your
own annotation process with some of your own textbooks. Practice annotation (28) and compare results
in groups. Discussion questions:

- What is analysis? What is rhetorical analysis?
- How does the rhetorical situation influence writing choices?
- How is it possible to identify a writer’s purpose?
- What is the typical location of a thesis statement or main claim? Illustrate with examples of
  claims from scholarly articles.
- What clues identify a writer’s audience?
Utilize “A Practice Sequence: Rhetorically Analyzing a Paragraph” (42), and “A Practice Sequence: Rhetorically Analyzing an Essay” (46) to prepare students to analyze an assigned longer article. Consider assigning Mark Edmundson’s article, “On the Uses of a Liberal Education” (277), or another reading from the text. Alternatively, students may scan readings in the second half of the text for possible research topics or find a scholarly article in their area of interest.

Chapter 3

Before students draft their rhetorical analysis, model the process in class by dividing student into small groups to discuss/analyze an essay. Focus on the kinds of claims the essay presents—fact, value, or policy. Practice analyzing an argument’s claims, evidence, and, as students become more rhetorically aware, various concessions and counterarguments presented. Discussion questions:

- What are claims of fact? value? policy?
- Is one kind of claim more important than another?
- What types of claims characterize student writing?

Chapter 10

In addition to having students read about peer editing, model the process for them. You may want to participate in a small group that reviews a paper before the class. You could also bring in a colleague to demonstrate. Show students that writers at all levels rely on the response of others. Situate peer-editing as part of the academic process of inquiry. Scholarly articles and books are peer reviewed; in addition, scholars publish formal reviews of other’s work. Show examples of both. As students see peer-editing as part of the process of academic inquiry, they may see it as an opportunity to enter the academic conversation. Discussion questions:

- What are your experiences with peer review and editing?
- How do scholars use peer response?

Writing Project #3: Synthesis Paper (4-5 pages) Chapter 4, 7, 11

Weeks 4 & 5

Draw upon readings to support this unit as you deem appropriate. For example, Robert Scholes’ essay, “On Reading a Video Text” (370), demonstrates an expert’s analysis of an advertisement.

Chapter 4

Choosing an appropriate research issue is perhaps the most important factor in the success of the semester-long project. Chapter 4 moves students beyond choosing a topic to research, to beginning a process of inquiry. Have students list their potential topics on the board. Then have them employ the Practice Sequence (76-77) to problematize topics and identify issues of significance. Explain to students that a so-called “boring” topic can become a good, problematic line of inquiry with appropriate (good) questions being asked. Model the process in class of asking good questions about various topics. Discussion questions:
In considering any issue, why is it important to identify what is open to dispute?

How can you resist binary thinking?

What is a writer’s frame? What is “cultural literacy” and why does it influence thinking and writing?

Chapter 7

After students choose the issue about which they will inquire, they should begin their research process. The Synthesis Paper allows them to begin putting sources into conversation one with another. Practice writing summary as explained in the chapter and then emphasize the discussion of synthesis. Use the worksheet (Figure 7.2) as a model for students in writing their papers. Emphasize the “gist statement”; students may find it helpful to write a “gist outline” of their respective articles.

Chapter 11

After students have identified an issue-based research question, introduce concepts of primary and secondary research. Although most student writing at the undergraduate level relies on secondary research, at times students may have the opportunity to do primary research. One example is conducting an observation or conducting an interview with an expert. If you want students to conduct an interview, instruct them to locate someone who can provide insight into their research question and guide them towards productive areas of inquiry. Students may enjoy the idea of conducting primary research, but they need instruction as to how to prepare. Make an explicit checklist of guidelines for students to follow so that they will appropriately represent themselves, the Writing Program, the English Department and the University. Possible interview guidelines:

- Schedule an appointment and arrive on time; set a time limit to respect your interviewee’s time constraints.
- Prepare a list of substantive questions.
- Take careful notes or (with permission) record the interview.
- Conduct yourself professionally.
- Thank the interviewee. Send a follow-up thank you note or email.

The writing assignment also involves finding a secondary source to juxtapose against the interview information. You may wish to schedule library instruction during this unit if you haven’t already done so. Discuss the following questions:

- How did your interview support your secondary source information? Contradict it? Complicate it?

Writing Project #4: Proposal (3-4 pages) Chapter 11
Weeks 6, 7, & 8

Draw upon readings to support this unit as you deem appropriate. Consider Noel Ignatiev’s “Immigrants and Whites” (512) to illustrate the importance of research in supporting claims. Judith Lorber’s “Night to His Day: The Social Construction of Gender” (617) is helpful in showing unexamined assumptions and presuppositions that underlie common wisdom, the wisdom that research helps to unsettle.
Chapter 11

The Proposal helps students organize and plan their research. They may wish to establish a timetable to keep them on task as the semester progresses. Emphasize to students that the Proposal also has a persuasive function. Only by assembling some initial sources can students make an effective case for their proposed projects. They need to convince their audience (you and class members) that their project is provocative, significant, and well-constructed. In addition, they need to convince their audience that their project has scholarly sources available to address various questions. Chapter 11 situates the Proposal in terms of primary research. If the students have already completed primary research, instruct them to refer back to it as a persuasive element that makes their project more viable. Discussion questions:

- What values underlie academic research?
- What are the ethical issues involved in research?
- How can original research help you become a better thinker and writer?
- Can students contribute to the academic “conversation of ideas”?

Writing Project #5 Annotated Bibliography (4-6 pages) Chapters 6, 7. Also preview Chapter 8. Weeks 9, 10, & 11

Draw upon readings to support this unit as you deem appropriate. Perhaps use Barbara Ehrenreich’s “Maid to Order: The Politics of Other Women’s Work” (479) to model an effective summary/evaluation of a source for the Annotated Bibliography.

Chapter 6

If students have already received library research instruction earlier in the semester, this chapter will serve as an effective review of the research process. After students locate sources that seem related to their research question, they may need help in figuring out how to read and evaluate them. Call their attention to the section “Skim Deeper” (120-21); an enjoyable supporting class activity is a speed-reading competition. Students need to learn the skills of quickly scanning titles, chapter headings, subheadings, bulleted lists, reading the conclusion and introduction, etc., that will enable them to conduct their research in a reasonable time frame. In addition, the section “Evaluating Internal Sources” teaches students how to critically read the web. Students will enjoy scanning websites as a large group and analyzing weaknesses and strengths. Discussion questions:

- Do you have any concerns or fears about library research?
- Have you ever spoken personally with a UVU librarian?
- Would it help you to work with another student in a research team?
- Why is evaluation the key to successful research?

Chapter 7

The Annotated Bibliography is an assignment students may only fully appreciate after the fact. You may wish to cite other students’ testimony (if you have such examples) that the Annotated Bibliography is an
extremely valuable part of the research process. Students must complete three tasks for each source; each task prepares them to write the final paper.

- First, they cite each source appropriately in MLA or APA style. An effective in-class activity is to have students work in teams to perfect their MLA/APA documentation. Then trade citation lists with another team for review. Set a goal to have every citation in perfect form at the Annotated Bibliography stage.
- Second, they must write an accurate and neutral summary of each source. Use Figure 7.1 (136) to help students understand how to sort through material for essential points and information.
- Third, they must evaluate and respond to each source. The evaluation serves as valuable material for the final paper because the student’s voice enters the conversation.

Chapter 7 also covers key information about integrating source material into the paper draft. As such, it serves as the bridge between the Annotated Bibliography and the rough draft of the paper. Discuss the following in class:

- What does it mean to respond to source material with an “active stance”?
- How should quotations be framed in the paper?
- When should block quotations be used?
- Is it possible to use partial quotations and attach them to your own sentences?
- What punctuation should be used for quoting?

Chapter 8

You will likely want to draw on Chapter 8 while students construct their Annotated Bibliography. This chapter can serve as a review because students will be familiar with logos, ethos, and pathos from 1010. Ask students to bring in examples from film or television that demonstrate these concepts. Then discuss the difference between visual and written appeals. Students can analyze their research sources in terms of rhetorical appeals: logos, ethos, pathos. Discuss the following questions in class:

- How are logos, ethos, pathos interrelated?
- What does it mean to have “good judgment”?
- As a writer, how do you negotiate between your own values and your readers’ values?
- What is the difference between inductive and deductive argument?

Draw upon popular detective or classic Sherlock Holmes fiction to demonstrate aspects of logic.

Writing Project #6: Researched Argument (10-12 pages) Chapters 5, 8, 9
Weeks 12, 13, & 14

Draw upon readings if you find them appropriate. bell hooks essay, from “Teaching to Transgress: Education as the Practice of Freedom” (273) may stimulate students as they draft their own essays.

During this unit, you may choose to respond to working drafts and schedule individual consultations on the final paper. Use the chapter material to support the students’ writing process as needed.

Chapter 5
Chapter 5 is significant because students need to understand the parameters of a thesis in a 2010/2020 research paper. Emphasize the fact that a thesis or claim need not establish absolute truth or certainty. Tell students that it is better for their thesis/claim to show the complexity of an issue than to close down possibility with an oversimplified assertion. Chapter 5 shows how context determines the effectiveness of a thesis/claim. The Practice Sequence (88) will allow students to analyze and categorize working theses.

Show students a number of good thesis/claim statements from prior students’ papers. Or have students identify and analyze theses/claims from scholarly articles. Require students to write more than one type of thesis/claim statement for their projects so that they can see a range of possible alternatives. Students can work in groups to evaluate the various thesis/claim statements. Practice seeing the thesis/claim as the culminating statement of a paragraph and as representing the paper as a whole. Discuss the following questions:

- How can a thesis demonstrate the complexity of an issue?
- When should the final thesis/claim be written?
- What kinds of “signposts” do readers need to understand your writing?

Teach students to write “defensively”—so that their readers cannot possibly misunderstand what they are saying.

Chapter 8

Review Chapter 8 as students construct their researched arguments. Discuss possible ways students can integrate visual rhetoric into their written arguments (176-77). Emphasize proper citation of borrowed visual material.

Encourage students to continue their analysis of source material. Teach them that a research paper often includes substantive analysis of sources. Expand the short analyses in the Annotated Bibliography for the working draft. Students may enjoy reading the material about logical fallacies. Draw on political and media examples to illustrate. Discussion questions:

- What logical fallacies do you witness on talk radio and television?
- Why are logical fallacies so prevalent in conversation and everyday life?
- How can you avoid fallacies in your researched argument?

Chapter 9

Discuss in class the appropriate time to finalize introductions and conclusions: after completing the body of the paper. (Of course most writers use working introductions and conclusions throughout the writing process.) Discuss the introduction models: “inverted triangle,” “narrative,” “interrogative,” “paradoxical,” and “minding the gap.” Emphasize that writers have creative rhetorical choices as they determine what form their introduction may take. Ask the following:

- What form have your introductions taken in your past writing?
- What new technique would you like to try?
Use the Elizabeth Martinez’ article (209) to demonstrate paragraph development. Draw upon paragraphs from the students’ papers to show how paragraphs can be improved and strengthened. Allow class time for drafting.

Consider expanding peer review to an at-home assignment. Students may write reviews of another paper, formalizing their response in an essay. Allow time for students to work in class on revision.

**Writing Project #7: Self-Reflective Essay (2-3 pages)**

**Week 15**

This essay should demonstrate and reflect on revision. Students can show examples of their revision process and show their improvement as writers over the semester. Students may benefit from a model of the self-reflective essay. Draw upon your own work or contact other instructors if you don’t have a student example. Create a checklist of the semester’s activities for students to reflect on and write about. Remind them that the best self-reflective essays are not cheerleading in tone, but are honest and may include complicated (positive and negative) response.

Also assemble final portfolios during this week.