Summary of Assignment Sequence for UVU English 2010/2020
Linked to From Inquiry to Academic Writing by Greene and Lidinsky

Writing assignments in 2010/2020 build upon and extend the skills and genres learned in 1010. Listed below is the sequence of major assignments. For more detail on how to utilize the text to support each assignment, see “Strategies for Linking From Inquiry to Academic Writing to UVU 2010/2020 Writing Assignments.”

Writing Project #1: Research History
Introduction, Chapter 1 (Week 1)
- Reflect on 1010 experience as well as project goals for 2010/2020.
- Discuss the topic of 1010 exploratory research paper, as well as other experience with academic research and research writing.
- Assess progress towards the skills and habits of mind that characterize academic writing.
- Identify goals for 2010/2020.

Before students write this paper, they should read the Introduction to help them review the characteristics of academic writing. This paper could be written in class or as a take-home assignment. This assignment is ungraded; students get credit for completion.
1 to 2 pages, double-spaced or handwritten

Writing Project #2: Rhetorical Analysis
Chapters 2, 3, 10 (Weeks 2 & 3)
- Analyze one scholarly article/essay.
- Focus on rhetorical situation, purpose, audience, and specific kinds of claims (fact/value/policy).
- Make a substantive claim/thesis statement that sets up a clear argument for the analysis.
- Cite appropriate quotations and paraphrase as supporting evidence.
- Develop paragraphs carefully.
- Cite the source in a Works Cited page, using MLA (or APA) style.

Instructors may choose a common article or have students find an article that begins their semester-long inquiry and research process. Readings in the text make good choices, particularly those that cite sources. The assigned chapters help students review critical reading and analysis skills introduced in 1010. (Remind students of the Summary/Strong Response Assignment.) Chapters 2 and 3 provide practice sequences for analyzing paragraphs as well as a full essay. Spend time in class helping students master the concept of analysis. Make the distinction between simple responses of agree/disagree (not desirable for this paper) and careful and thoughtful analysis. Chapter 10 introduces revision and peer-editing. Because the Rhetorical Analysis is the first graded paper, carefully teach skills of peer-editing and establish a protocol for the semester. In addition, instructors may wish to consult with students individually. Remember, however, to work toward students helping each other through peer-editing as the semester progresses. The Rhetorical Analysis provides a means for students to enter into the academic conversation as they evaluate and respond to a scholarly text. Thus, this paper lays the groundwork for academic research and writing during the remainder of the semester.
4-5 pages, double-spaced

Writing Project #3: Synthesis Paper
Chapters 4, 7, 11 (Weeks 4 & 5)
- Identify research issue for the semester’s inquiry.
• Analyze and compare two research sources, putting them into conversation: “A synthesis is a discussion that forges connections between the arguments of two or more authors” (Greene and Lidinsky 138).
• Option 1: Analyze, compare and contrast two scholarly articles/sources.
• Option 2: Compare one scholarly article with the results of primary research. Primary research should consist of an observation or an interview with an authority or expert on the research topic. (Because of legal restrictions, students are not allowed to conduct research in the form of surveys, experiments, or interviews with students or the general public. Advanced research of this type requires approval from the University Institutional Review Board (IRB).)

Chapter 4 instructs students in identifying a research issue or topic. After choosing a tentative topic, library instruction will help students identify appropriate sources. Chapter 7 helps students summarize and paraphrase sources and introduces the notion of synthesis. Emphasize writing a “gist statement”; students may write a “gist outline” of their articles as a prewriting activity. If you choose Option 2, Chapter 11 provides instruction about conducting and writing about an interview.

4-5 pages

Writing Project #4: Proposal
Chapter 11 (Weeks 6 & 7)
• Present a viable plan for a research project.
• Persuade an audience that the research project is provocative, significant, and well-constructed.
Review Chapter 4 as students learn to formulate and discuss important questions that the research will investigate, as well as to consider possible implications of those questions. Spend time in class comparing research topics and helping students problematize their issues in significant ways. Turn to Chapter 11 for specific instruction on writing the Proposal. In the Proposal, students should include at least one additional source beyond the ones cited in the Synthesis Paper.

3-4 pages

Writing Project #5: Annotated Bibliography
Chapters 6, 7 (Weeks 8, 9, & 10)
• Present eight sources (six of them scholarly).
• (1) Cite each source in MLA (or APA) style, (2) Summarize the source, and (3) Analyze/discuss the source for the specific project needs.
• Organize bibliography according to projected sections of the research paper.
Explain to students that the annotated bibliography provides a map, or rough draft of their paper. Students should access library databases to find scholarly articles and books. The final paper should include at least eight sources, but instructors may want to require additional research. Chapter 6 helps students prepare for the writing assignment by reviewing the research process. In class discussion, emphasize source evaluation and model this process for students. Chapter 7 covers paraphrase, summary, synthesis, quotation, and plagiarism. Work through in class examples of various plagiarism problems.

4-6 pages

Writing Project #6: Researched Argument
Chapters 5, 8, 9 (Weeks 11, 12, & 13)
• Draft and revise an argument based on research
• Present a claim/thesis that controls the argument
• Organize the paper in sections
• Employ an effective introduction and conclusion
• Demonstrate sophisticated use of source material

As students draft their researched arguments, they review guidelines in Chapter 5 about developing a thesis/claim. They learn to use a working thesis to guide their draft, but to move eventually to an argumentative assertion. Spend time in class working through the idea of context for thesis, so that students understand how to craft an appropriate introduction. Chapter 8 reviews ethos/pathos/logos to help students broaden the appeals that their eventual argument will make. Finally, in Chapter 9 students focus on writing individual paragraphs, from introduction, body, to conclusion, and to develop appropriate strategies for longer papers. The final paper cites sources in MLA or APA style, integrates skills of summary, problematization, evaluation, analysis, and argument. The paper should include a considered thesis or claim based on the evidence examined, and carefully demonstrate the complexity of the research issue.

10-12 pages

**Writing Project #7: Self-Reflective Essay and compile Final Portfolio**

**Review Chapter 10 (Week 14 & 15)**

- Assess overall progress in academic writing
- Explain revision process throughout the semester, including peer editing and other activities that improved writing products.
- Introduce documents of the Portfolio

Chapter 10 on revision and editing can help guide students through the self-reflective essay and final portfolio. By this time in the semester, students should have developed good peer-editing skills as they worked through drafts of each individual paper in groups. Remind students that the Self-Reflective Essay can also benefit from peer response. Allow class time for students to work in groups on their Essays and the contents of their Portfolios.

**Essay (2-4 pages)**

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)