# **ENGL 1101: English Composition I**

Georgia State University

|  |  |
| --- | --- |
| **Course:** ENGL 1102-190  **CRN:**  12610  **Term/Year:** Spring 2016  **Day/Time:** M/W/F 11:00-11:50 a.m.  **Location:** Classroom South 506 | **Instructor:** Charles Grimm  **Office Hours: MWF 9:00-10:00 or by appointment**  **Office:** Langdale Hall 963  **Email:** cgrimm1@gsu.edu |

This course builds on writing proficiencies, reading skills, and critical thinking skills developed in ENGL 1101. It incorporates several research methods in addition to persuasive and argumentative techniques. A passing grade is C. *Prerequisite: C or above in ENGL 1101.*

# General Learning Outcomes

By the end of this course, students will be able to:

* Analyze, evaluate, document, and draw inferences from various sources.
* Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation.
* Use argumentative strategies and genres in order to engage various audiences.
* Integrate others’ ideas with their own.
* Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
* Critique their own and others’ work in written and oral formats.
* Produce well-reasoned, argumentative essays demonstrating rhetorical engagement.
* Reflect on what contributed to their writing process and evaluate their own work.

**Required Texts**

Smith, Rachell, ed. *Death*. Southlake, Texas: Fountainhead P, 2010. Print.

Gaillet, Lynée, Angela Hall-Godsey, Jennifer L. Vala, and Kristen Ruccio. *Guide to First-Year Writing*. 4thEdition. Southlake, Texas: Fountainhead P, 2014. Print.

**Course Materials (Recommended)**

* Notebook and writing implement or laptop/tablet for taking and keeping notes.
* Assigned readings not in a textbook will be posted on BrightSpace. Please bring a hard copy to class in order to engage and discuss the text fully.
* Students must have access to the Internet for supplemental readings, BrightSpace, GSU email, and the final student site or blog. Students may find a flash-drive, GSU estorage, or other electronic storage tools useful for managing drafts and assignments.

**Course Requirements and Policies**

# Academic Honesty/Plagiarism

The Department of English expects all students to adhere to the university’s Code of Student

Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

(For the university’s policies, see in the student catalog, “Academic Honesty,” <http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm>)

Accommodations for Students with Special Needs

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

According to the ADA (<http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406enr.txt.pdf>):

‘‘SEC. 3. DEFINITION OF DISABILITY.  ‘‘As used in this Act: ‘‘(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— ‘‘(A) a physical or mental impairment that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. ‘‘(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Attendance and Punctuality

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Attendance and in-class assignments will account for your Process score, which is 10% of your final grade. Students can view a summary of their absences during instructor office hours.

Classroom Conduct

Be courteous of those in your classroom and give them your full attention during presentations, lectures, and class discussions. You are expected to take off any headphones and turn off and put away cell phones, pagers, text message devices, MP3 players, or any other distracting electronic gadgets during class time. Failure to adhere to these policies will be reflected in your process grade and may result in a request for the student to leave the classroom. Please see www.english.gsu.edu/~lds for additional information regarding the Disruptive Student Behavior Policy.

Electronic Communication

All email concerning this class must be sent to [cgrimm1@gsu.edu](mailto:cgrimm1@gsu.edu) and will be read Monday through Friday between the hours of 8:00a.m. and 5:00p.m. Emails sent to the instructor outside of this time period will likely not receive a response until the following business day, and those sent to the incorrect student.gsu.edu account will likely experience a further delay. Students are welcome to schedule an appointment or drop by during the established office hours or request an appointment at a mutually convenient time. Students are strongly encouraged to “cc” themselves on all email correspondence to ensure delivery. Please note: There is a chance that your instructor will not see the email on the same day that you send it. Therefore, please anticipate waiting at least 24 hours for a response to emails.

Plan to check your GSU email and Brightspace daily for announcements regarding this class. If you prefer an email address other than your GSU one, set your GSU account to forward your email to that address.

Essay Submission

All papers must be submitted to the appropriate box in Bright Space as a .doc or .docx file. Any other file extension will be counted as unreceived. If you encounter a problem with Bright Space, you can email the paper to [cgrimm1@gsu.edu](mailto:cgrimm1@gsu.edu) and explain the error you received. If emailing, make sure to “cc” yourself to ensure delivery and for a record of the date/time it was received. Students are responsible to ensure that all papers are uploaded correctly. If you are unsure whether or not it uploaded correctly, you are also welcome to email the file to me as a back-up.

For English Majors

**English Majors and the Graduation Portfolio**

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you’ve learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at http://english.gsu.edu/undergraduate/undergraduate\_resources/senior-portfolios/. In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at http://www.wac.gsu.edu/EngDept/signup.php.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university’s academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.

Incompletes

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish.

Late Work

**Late work will not be accepted, even for a reduced grade**. All assignments should be submitted on time and in the correct format. If you are absent on the day an assignment is due, you are still responsible for meeting the due date on the assignment sheet. In-class assignments, including peer review, cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

In case of a major extenuating emergency, notify your instructor immediately. In case of a ***valid***, ***documented*** ***emergency***, absences can be excused and deadlines for major assignments (exams, essays, annotated bibliography) can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU’s Lower Division Studies Attendance Policy on at www.english.gsu.edu/~lds.

Peer Review

The class before the final due date of your essays with be dedicated to peer review workshops, during which we will read each other’s work. In addition, you will have the opportunity to discuss with any questions or concerns you have about your essay. You are required to bring 3 hard copies of a draft (defined as a work in progress that meets the minimum page requirement for the assignment) of your essay to participate in all peer review activities.

Writing Studio

The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer’s composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring.  Through Write/Chat, our online tutoring service, they offer 30-minute sessions that address short, brief concerns.  In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in 25 Park Place on the 24th floor or at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu/) for more information.

Online Evaluation of Instructor

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Grading and Evaluation**

Grading

|  |  |  |  |
| --- | --- | --- | --- |
| ***Superior*** | ***Satisfactory*** | ***Needs Improvement*** | ***Failing*** |
| *100 to 98 = A+* | *89 to 88 = B+* | *79 to 78 = C+* | *69 to 60 = D* |
| *97 to 93 = A* | *87 to 83 = B* | *77 to 70 = C* | *Below 60 = F* |
| *92 to 90 = A-* | *82 to 80 = B-* |  |  |

Course Evaluation

Evaluation for English 1102 will be determined by the following percentages:

|  |  |
| --- | --- |
| **Assignment** | **Weight** |
| **Essay 1:** Visual Analysis (3-5 pgs) | 10% |
| **Essay 2:** Annotated Bibliography (4 sources) | 10% |
| **Essay 3:** Proposal (1-2 pgs) | 10% |
| **Essay 4:** Literature Review (2-3 pgs) | 10% |
| **Essay 5**: Final Research Paper (6-8 pgs not including works cited page) | 20% |
| **Portfolio:** Digital Presentation of Research | 20% |
| **Peer Review:** Provide critical feedback to your peers in the writing process | 10% |
| **Process:** in-class activities | 10% |
| ***Total*** | ***100%*** |

**English 1102 Course Schedule**

We will work together collaboratively to construct a schedule that fits the needs and interests of all students, but deviations from this plan ***will*** become necessary as the semester progresses. Students are responsible for taking note of changes announced during class time ***when*** they occur.

| **Date** | **Class Activities** | **Homework** |
| --- | --- | --- |
| Mon – Jan 11 | Intro to Comp 2; An Introduction to Death as Academic Topic | Follow the emailed link to select which readings they would most benefit from, along with any other concerns they may have about the course. |
| Wed – Jan 13 | Collaborate on final Schedule | Research songs/artists from intro to *Death* book |
| Fri – Jan 15 | Discuss the rhetorical elements of songs in intro to *Death* (Last day to add/drop without penalty) | Read *Guide* Chapter 9 |
| Mon – Jan 18 | *School Holiday –* ***No Class*** | Read *Guide* Chapter 9 |
| Wed – Jan 20 | Introduce Visual Analysis Paper; In-class example | Milton *Paradise Lost* (Website); Draft Visual Analysis |
| Fri – Jan 22 | Discuss images in/of Milton’s Death | Draft Visual Analysis |
| Mon – Jan 25 | **Peer Review of Visual Analysis** | Grimm “Godfather Death” (Website); Revise Visual Analysis |
| Wed - Jan 27 | Discuss Godfather Death, focus on drawing included | *Things that Went Bump in the Night* in *Death*; Revise Visual Analysis |
| Fri – Jan 29 | Discuss reading; **Visual Analysis Due by 11:59 p.m.** | *Note to Self: You Can’t Cheat Death* in *Death* |
| Mon – Feb 1 | Discuss reading; Introduce Research Process | *Death is Only a Horizon* in *Death* |
| Wed – Feb 3 | Discuss reading | *All the Dead are Vampires* in *Death*; Think of a broad research question that addresses some aspect of death and be ready to share your research question in class |
| Fri – Feb 5 | Discuss reading; **Research Question Due in class** | *As Facebook Users Die…* in *Death* |
| Mon – Feb 8 | Discuss reading; Introduce Annotated Bibliography | Darwin *Origin of Species* (Website) |
| Wed – Feb 10 | Discuss reading | “George Romero Will Be A Our Wedding” – song on website |
| Fri – Feb 12 | Discuss Love and Death | Find sources and bring two paper copies of one of your articles to class |
| Mon – Feb 15 | Introduce Research Proposal; Collaboratively write annotations | Post group annotations on One Drive before class on Friday |
| Wed – Feb 17 | Annotation Discussion | Post remaining annotations to One Drive over the weekend |
| Fri – Feb 19 | Class canceled |  |
| Mon – Feb 22 | **Annotations due by class time in OneDrive;** | Revise Proposal |
| Wed – Feb 24 | **Peer Review Proposal** | Find an article about “The Death of…” |
| Fri – Feb 26 | Discuss “The Death of…” as genre; **Research Proposal Due by 11:59 p.m.** | Grimm Messengers of Death and Grimm Death and the Goose Boy |
| Mon – Feb 29 | **Individual Conferences** | Grimm Messengers of Death and Grimm Death and the Goose Boy |
| Wed – March 2 | **Individual Conferences** | Grimm Messengers of Death and Grimm Death and the Goose Boy |
| Fri – March 4 | **Individual Conferences** | Grimm Messengers of Death and Grimm Death and the Goose Boy |
| Mon – March 7 | Discuss reading; Introduce Literature Review; Assign peer review groups | Joseph Harris *Re:writing* (Website) |
| Wed – March 9 | In-class Lit Review | Joseph Harris *Re:writing* (Website); Draft lit review |
| Fri – March 11 | Discuss Harris reading - synthesis | Draft lit review |
| Mon – March 14 | Spring Break – **No Class** | Draft lit review |
| Wed – March 16 | Spring Break – **No Class** | Draft lit review |
| Fri – March 18 | Spring Break – **No Class** | Draft lit review |
| Mon – March 21 | **Peer Review Lit Review** | Lit review from my paper (Website); Revise lit review |
| Wed – March 23 | Discuss my lit review | Revise lit review |
| Fri – March 25 | Death as comedy; **Literature Review Due by 11:59 p.m.** | Death festivals (Website) |
| Mon – March 28 | Introduce Final Paper; Introduction workshop |  |
| Wed – March 30 | Transitions workshop |  |
| Fri – April 1 | Conclusion workshop |  |
| Mon – April 4 | **Peer Review Final Paper** |  |
| Wed – April 6 | Editing workshop |  |
| Fri – April 8 | Death as comedy; **Final Paper Due by 11:59 p.m.** |  |
| Mon – April 11 | Intro to New Media; Intro to GSU Sites |  |
| Wed – April 13 | Tutorials |  |
| Fri – April 15 | Tutorials |  |
| Mon – April 18 | New Media Presentations |  |
| Wed – April 20 | New Media Presentations |  |
| Fri – April 22 | New Media Presentations |  |
| April 25 | Last Day of Class |  |
| April 27 | **Portfolio Due** |  |

**Assignment #1:Visual Analysis (3-5 pages)**

1-20, Wednesday In-class collaborative example

1-25, Monday Peer Review (bring 2 hard copies to class to receive credit)

1-29, Friday Final Version due (upload in Brightspace by 11:59 p.m.)

**Assignment:** Rhetorical analysis is a way of understanding and interpreting “texts” by examining the components of their construction. For this essay, you will choose an image that represents death (just like our class theme, this should be a representation or personification, not an actual picture of a death) to analyze, considering its rhetorical situation and how the different elements of the image work together to try to make its audience do, think, or feel something. Your goal is to construct a thesis based on your interpretation of the image, using specific aspects of the “text” to support your conclusions.

**How:** Begin by selecting an image. You might consider using propaganda posters, public health campaigns, memes, cartoons, paintings, movie or TV show scenes, etc. As long as the “text” is primarily visual, it should work for this assignment. If you are using a scene from a movie or TV show, the video should be less than one minute in length. Next, consider:

* The **rhetorical situation** of the image, including the author, audience, purpose, context, tone, genre, design, constraints, and exigence
* The rhetorical **strategies,** or how the image is composed to produce a specific effect (use of color, layout, contrast, etc.)
* The rhetorical **appeals** (ethos/pathos/logos), or ways the image seeks to engage its audience

After you have considered these aspects, think about how the appeals and strategies used in the image are connected to its rhetorical situation. Also ask yourself how the rhetorical strategies you have identified enable particular appeals. Once you have done this, you will be ready to compose a thesis that argues your interpretation (i.e. a particular way of viewing the image) based on the choices made in its construction.

**Outcomes:**

* engage in writing as a process, including various invention heuristics (brainstorming, for example) gathering evidence, considering audience, drafting, revising, editing, and proofreading
* engage in the collaborative, social aspects of writing, and use writing as a tool for learning
* demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors
* gather, summarize, synthesize, and explain information from various sources
* use language to explore and analyze contemporary multicultural, global, and international questions
* produce coherent, organized, readable prose for a variety of rhetorical situations

**Grading Rubric**  100 Possible points

| **Narrative** | **Excels** | **Meets Expectations**  **(-3 points)** | **Needs Improvement**  **(-5 points)** | **Comments** |
| --- | --- | --- | --- | --- |
| **Rhetorical Situation** Does the paper establish and describe the setting for the image? |  |  |  |  |
| **Rhetorical Strategies** Does the paper clearly explain the effects of color choices, fonts, etc? |  |  |  |  |
| **Rhetorical Appeals** Does the paper clearly explain the use of logos, ethos, and pathos? |  |  |  |  |
| **Thesis** Does the paper argue a clear point about the visual image? |  |  |  |  |
| **Format** Does the paper follow MLA formatting? |  |  |  |  |
| **Proofreading**  Has the essay undergone basic proofreading, including but not limited to attention to grammar, punctuation, and/or word choice? |  |  |  |  |
| **Length requirement**  Is the essay 3-5 pages? |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Assignment #2: Annotated Bibliography**

**Schedule:**

02/12, Friday Bring two paper copies of one of your articles to class for your peer review partners for class on Monday

02/15, Monday **In class**: collaboratively write a summary and individual applications for each article in class; **After class**: post on OneDrive before class on Wednesday

02/17, Wednesday **In class:** Discuss annotations on OneDrive in class; **After class:** post remaining annotations on OneDrive before class on Friday

02/22, Monday **All annotations due in OneDrive before class.**   
**In class:** Collaboratively edit the list to make sure all entries are alphabetical, meet word length, and follow MLA guidelines, consolidating duplicate entries as needed

**Assignment:** After developing a potential research question and hypothesis, begin researching what scholars are saying about your topic. Work collaboratively to find and explain academic sources, keeping a detailed, searchable record for future studies. This list will become part of the curriculum for the next semester, furthering your research as part of an ongoing academic conversation.

**What is an “Annotated Bibliography”?** An annotated bibliography gives a concise account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetically ordered list of research sources. Each citation is followed by a brief description of the passage itself and an evaluative paragraph detailing how it pertains to your research interest(s). The purpose of the annotation is to inform the reader of the relevance and quality of the sources cited. Your annotations should be at least 150 words each.

**Requirements:** Your annotated bibliographymust contain at least 4 entries, and you must cite your sources using MLA format**.** Moreover, the annotation must be your own work; do not copy and paste the abstracts that accompany many scholarly articles or select sentences from the article without indicating that they are quotes.

**Purpose:** Your purpose in this assignment is to demonstrate your ability to find and analyze the research already done on your chosen topic. This research will serve as a starting point for your research essay and develop your ethos as a researcher. The collected annotations are a starting point towards the type of academic conversation your papers will need to demonstrate.

**Outcomes:**

* engage in writing as a process, including various invention heuristics (brainstorming, for example) gathering evidence, considering audience, drafting, revising, editing, and proofreading
* engage in the collaborative, social aspects of writing, and use writing as a tool for learning
* gather, summarize, synthesize, and explain information from various sources
* critique their own and others’ work in written and oral formats

**Grading Rubric:**  100 Possible points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annotated Bibliography** | **Excels** | **Meets Expectations**  **(-3)** | **Needs Improvement**  **(-5)** | **Comments** |
| **Collaboration** All annotations posted to One Drive on time |  |  |  |  |
| **Conventions**  Does each entry follow MLA conventions? |  |  |  |  |
| **Academic sources** Are these credible sources? Are they recent and/or peer reviewed? |  |  |  |  |
| **Annotation** Does each annotation satisfactorily summarize and evaluate the source? |  |  |  |  |
| **Organization**  Is the bibliography placed in alphabetical order (based on each author’s last name)? |  |  |  |  |
| **Proofreading**  Has the bibliography undergone basic proofreading? |  |  |  |  |
| **Content/Length requirement**  Does the bibliography contain ***at least* 4** entries of ***at least 150*** **words** each? |  |  |  |  |

**Assignment #3: Research Proposal (1-2 pages)**

**2-24 Wednesday Peer Review (bring 2 copies to class)**

**2-26 Friday Proposal is due by 11:59 p.m. in Brightspace. You will get these back during 1:1 conferences**

**Assignment:** Write a research proposal in which you describe your research project to your readers.

**Requirements:** Your proposal should be divided into the following parts:

**I. Introduction**: Introduce your topic; discuss the focus of your research and your hypothesis; explain why this research is interesting/useful/necessary

**II. Sources:** Discuss any primary source you may be using (book series, TV show, movie, etc…) and at least three secondary sources you will use and summarize the gist of the critical conversation surrounding your topic.

**III. Problems**: Discuss any problems you foresee regarding the completion of your work. What do you see as the most difficult part of the research process?

**IV.** **Works Cited Page**

**Purpose:** The purpose of a research proposal is to indicate that you are prepared to complete your project (that is, you have completed sufficient background research and have a plan to gather further information). Many disciplines will require you to write proposals for research you intend to do, and most will follow a similar structure, which is why we want to give you as much time as possible to practice now.

**Grading Rubric:** 100 Possible Points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Research Proposal** | **Excels** | **Meets Expectations** | **Needs Improvement** | **Comments** |
| **Introduction Section**  Does the introduction section introduce the focus of your research and your hypothetical thesis? Does the intro explain why this topic should receive your attention? |  |  |  |  |
| **Sources Section**  Do you clarify your primary and secondary sources? Do you discuss the critical conversation surrounding your research? |  |  |  |  |
| **Problems Section**  Do you discuss any problems you foresee regarding the completion of your work? Do you identify the most difficult part (or parts) of the research process? |  |  |  |  |
| **Organization**  In each section of the proposal, is the organization of information/writing clear and logical with appropriate transitions? |  |  |  |  |
| **Conventions**  Does the proposal follow MLA conventions (with proper in-text citation for sources, works cited page, heading, page numbers, etc.)? |  |  |  |  |
| **Proofreading**  Has the proposal undergone basic proofreading? |  |  |  |  |

**Assignment #4: Literature Review (2-3 pages)**

**Due Dates:**

3-9, Wednesday In-Class practice writing lit review

3-21, Monday        Peer Review (Bring 2 hard copies to class)

3-25, Friday           Final Due (Upload final to Brighspace by 11:59 p.m.)

**What is a Literature Review?** A literature review primarily places sources into conversation with each other.  Writing a literature review allows the author to learn what others have discovered about a topic before they begin their own investigation and to use the literature review to ground their study in a particular context of what is known about a subject and thus establish a foundation for the topic they are researching.

**Assignment:** For this assignment, you will write a literature review on your research topic. You will need to include 3-5 sources in your literature review. The literature review should be at least 2-3 pages long (not counting the Works Cited page). A version of this lit review should be one of the first parts of your final research paper

**Steps to complete your literature review:**

1.     Organize your articles by sorting and classifying their findings *in a meaningful way*, always considering your original topic and research question.

2.     Write an outline for your literature review.

3. Frame the literature review as a conversation (drafting stage may be mostly related quotes put in dialogue form) – if you read it and it feels like just summaries, revise to relate issues together

4. Revise into academic prose, situating your own position among the scholars

**Grading Rubric:** 100 Possible Points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Literature Review** | **Excels** | **Meets Expectations** | **Needs Improvement** | **Comments** |
| **Introduction**  Does the introduction set the tone and purpose for the essay? |  |  |  |  |
| **Thesis**  Is the thesis clear? Does it make a claim (that your paper will defend)? |  |  |  |  |
| **Synthesis**  Do you sythesize rather than summarize the arguments made in 3-5 sources?  Do you make clear how these different articles work in conversation with one another? |  |  |  |  |
| **Context**  Does your literature review successfully establish the context for your own inquiries? Do you explain how your own research will add to, challenge, and/or fit into this context of scholarly work? |  |  |  |  |
| **Organization**  Is the organization clear and logical with appropriate transitions? |  |  |  |  |
| **Proofreading**  Has the essay undergone basic proofreading? |  |  |  |  |
| **MLA**  Are all quotes/sources cited correctly using MLA format? |  |  |  |  |
| **Length requirement**  Is the essay ***at least*** 2-3 pages? |  |  |  |  |

**Assignment #5 Final Research Paper (6-8 pages)**

4-4 Monday Peer Review: (bring two copies to class)

4-8 Friday Final Due in Brightspace by 11:59 p.m.

**Assignment**: This research paper marks the culmination of the research process we began with the research question on February 5. By now you have already read extensively on your topic, written annotations and a literature review to demonstrate the breadth of your knowledge about your topic, and now you will develop your own clear argument within the academic conversation surrounding your topic.

The literature review should be no more than two pages of the final paper, so the rest of the page count should be your original argument and the evidence you have to prove that argument. This can include primary research (surveys, interviews, etc.), close readings of texts (similar to what you did in the visual analysis), or application of your ideas to a specific field.

Make sure that the majority of this paper is your own voice to avoid writing a report on what others have done instead of the argument paper I need to see from you. This project will culminate in a

**Requirements**: Your essay must use at least 4 academic sources. The length requirement for this essay is 6-8 pages not including the Works Cited page.

**Outcomes**:

* Analyze, evaluate, document, and draw inferences from various sources.
* Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation.
* Integrate others’ ideas with their own.
* Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
* Produce well-reasoned, argumentative essays demonstrating rhetorical engagement.

**Grading Rubric**: Possible 200 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Narrative** | **Excels** | **Meets Expectations (-5)** | **Needs Improvement (10)** | **Comments** |
| **Introduction** Does the introduction set the tone and purpose for the essay? |  |  |  |  |
| **Thesis** Is the thesis clear? |  |  |  |  |
| **Evidence** Do you provide sufficient analysis and evidence to support your conclusions? |  |  |  |  |
| **Sources** Have you selected appropriate sources? How well do you incorporate these sources into your essay? |  |  |  |  |
| **Organization** Is the organization clear and logical with appropriate transitions? |  |  |  |  |
| **Conclusion** Does the essay include a satisfying conclusion? |  |  |  |  |
| **Proofreading** Has the essay undergone basic proofreading? |  |  |  |  |
| **Conventions** Does the essay follow MLA conventions with proper documentation for sources? |  |  |  |  |
| **Length requirement** Is the essay *at least* 6-8pages**?** |  |  |  |  |

**Portfolio: New Media**

4-18 through 4-22 Student presentations on how they are adapting their research project to New Media

4-27, Monday Portfolio Due (upload reflection to Brightspace and upload or email me the link to your project by 11:59 p.m.)

**Assignment**: As part of the digital age, students must be able to present their research in more than one way. You will now take your research project and adapt it for a New Media presentation. It is up to you how you present your findings (blog, video, website, etc.), but it should have a significant change from the alphabetic (written) text with a clear explanation in a reflection essay about why you chose the medium you choose. You will present your research and its adaptation to New Media during the last week of classes to ensure this is being done thoughtfully and carefully.

**Requirements**

Students must choose a meaningful way to adapt their research to an online space

Students will then present their adaptations in class to explain why they chose their specific online space and how they have adapted it beyond just uploading a file

Students will also write a 2 page reflection letter on the process of composing throughout the semester: focus on how you will continue to develop as a writer after composition 2 is finished

This is a completion grade: as long as each student completes each part, they will get full credit. If any step is omitted, students will not get points for that component.

**Grading Scheme:** 200 Possible Points

Adaptation to New Media: 100 points

Presentation in Class: 50 points

Reflection essay: 50 points