

**ENG 3010: Intermediate Writing**  
**Wayne State University**  
**Winter/2022 Sec 21**

<b>Instructor:</b> Michelle Kustarz	<b>E-mail:</b> aw7042@wayne.edu
<b>Class Time:</b> 8:30-9:45	<b>Office:</b> Online. Use course Zoom URL
<b>Class Location:</b> <ul style="list-style-type: none"> <li>● Online Course Zoom URL:</li> <li>○ <a href="https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeiZwRzJLM1dPVTJaUng1SDBZUT09">https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeiZwRzJLM1dPVTJaUng1SDBZUT09</a></li> <li>○</li> <li>● In-Person: State Hall 0201</li> </ul>	<b>Office Hours:</b> Via Zoom by appt. Use Course Zoom URL

### Department of English Description

Building on students' diverse skills, ENG 3010 prepares students for reading, research, and writing in the disciplines and professions, particularly for Writing Intensive courses in the majors. To do so, it asks students to consider how research and writing are fundamentally shaped by the disciplinary and professional communities using them. Students analyze the kinds of texts, evidence, and writing conventions used in their own disciplinary or professional communities and consider how these items differ across communities. Thus students achieve key composition objectives: 1.) learn how the goals and expectations of specific communities shape texts and their functions; 2.) learn how writing constructs knowledge in the disciplines and professions; and 3.) develop a sustained research project that analyzes or undertakes writing in a discipline or profession.

To achieve these goals, the course places considerable emphasis on analytical and critical reading and writing as well as the development of research skills. It typically requires genres like the research proposal, literature review, research presentation, and researched argument and the use of varied technologies for research and writing. ENG 3010 follows a Writing Across the Curriculum (WAC) approach teaching Composition at the intermediate level. WAC approaches guide students to investigate writing in their fields and to develop a holistic awareness of communicative practices in their disciplinary discourse communities. In order to develop this awareness, ENG 3010 leads students to identify and analyze commonly used genres, writing conventions, and audience expectations in their disciplines. Then, based on this work, students develop a research proposal *designed for readers in their own disciplines*. Through group work, class discussions, and peer review, students consider how texts, research, and writing practices in their disciplines compare to those of other disciplines.

### WSU Undergraduate Bulletin Description

Cr 3. Prereq: grade of C or better in ENG 1020 (or equivalent course) in reading, research and writing for upper-level students. Emphasis on conducting research by drawing from the sciences, social sciences, humanities, and professions in preparation for Writing Intensive courses in the majors.

## Course Placement for ENG 3010

To enroll in ENG 3010, students must have completed their WSU Basic Composition (BC) requirement (ENG 1020 or equiv.) with a grade of C or better. Students who have not completed this requirement will be asked to drop the course.

## General Education Designation

With a grade of C or better, ENG 3010 fulfills the General Education IC (Intermediate Composition) graduation requirement. Successful completion of an IC course with a grade of C or better is a prerequisite to enrolling in courses that fulfill the General Education WI graduation requirement (Writing Intensive Course in the Major).

More information on the General Education requirements is available from the Undergraduate Programs office: <http://advising.wayne.edu/curr/gnd1.php>

## Learning Outcomes

A passing grade in ENG 3010 indicates that students are able to demonstrate the following course outcomes:

Read: Analyze genres from the student's discipline or profession, including their associated discourse community, audience(s), rhetorical situations, purposes, and strategies.

Write: Use a flexible writing process and varied technologies to produce texts that address the expectations of the student's disciplinary or professional discourse community in terms of claims, evidence, organization, format, style, rhetorical situation, strategies, and effects by drawing on an explicit understanding of the genre(s) being composed.

Research: Write research genres, use research methods, and conduct primary and secondary research to produce an extended research project relevant to the student's discipline or profession.

Reflection: Use reflective writing to describe developing knowledge about writing (especially writing in one's discipline or profession) and about oneself as a writer (including one's ability to plan, monitor, and evaluate one's writing process and texts).

## Course Delivery

This course is scheduled as an on-campus course. However, per the policy of the university, we will meet online until January 31st. In these opening weeks of the semester, we will meet via Zoom during scheduled class time. Students are expected to attend and have cameras turned on.

Course Zoom URL:

<https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeiZwRzJLM1dPVTJaUng1SDBZUT09>

After January 31st, unless online learning is extended by the university, we will meet as scheduled on campus.

### **COVID-19 Compliance**

Due to the global pandemic, our first concern this semester needs to be our safety. As members of this learning community, we must act in such a way that we keep ourselves and those around us safe.

Section 4.20 of the Student Code of Conduct notes the following behavioral expectations related to COVID-19 Compliance:

1. Completing the 'campus daily screener' each day before coming onto campus;
2. Following the direction of the Campus Health Center regarding a positive screen;
3. Wearing, at minimum, a cloth facial covering at all times when in public indoor spaces on campus;
4. Complying with signage regarding directional hallways, elevators, common spaces, and stairwells.

All students are expected to familiarize themselves with mandatory campus health and safety guidelines and complete [Warrior Safe training modules](#) in Canvas. Additionally, university policy requires students to complete a [campus daily health screener](#) everyday before coming to campus.

### **Required Text**

All required readings for this course will be provided on Canvas.

### **Assignments**

Students are required to write 32 pages or more (approx. 8,000-9,000 words) in ENG 3010 (NOT including drafts and informal writing). However, reading responses, student-generated primary research artifacts, and other formalized "minor" assignments may count toward this goal. This course will feature a minimum of 4 major projects along with 1 multimodal presentation and less formal writing for in-class activities and homework. Students are required to submit at least 1 formal project that is between 10-15 pages in length, not including any associated requirements for works cited and/or reflective writing.

The major projects for the course are intended to scaffold together, building upon students' emerging writing capacities, discourse community awareness, familiarity with a central research focus, and a body of written content. Taken together, these emerging competencies and artifacts should lead students to develop a longer, higher-stakes project which not only models an effective process for research and writing in their professional/disciplinary discourse communities, but also resembles an important genre of that community (the formal research proposal).

1. Personal Research Guide and Genre Analysis (3+ web pages, 750-1,000 words)

2. Secondary Research and Synthesis (8+ pages)
3. Research Proposal with Literature Review (10+ pages)
4. Field-Based Research (3-4 pages, 5 minute presentation)
5. Reflective Letter (4-5 pages)

### **Project Formats and Submission**

- Students must complete all major projects in order to pass the course. **Failure to complete any of the 5 major projects will automatically fail the course.**
- All major projects must meet length requirements in order to earn a passing grade. Projects that do not meet length requirements will be automatically deducted to a 75% max score for the project. Title pages, Abstracts, References, or any other additional materials do not count towards a project's page count.
- Materials are expected to be submitted on time. Extensions will only be granted in the case of documented emergencies.
- All late materials without an **excused extension** from the instructor will be automatically deducted 5% per day late (including weekends). Unless discussed ahead of time with the instructor, materials over 5 days late will not be accepted.
- All assignments will be submitted via Canvas.
- Assignments must be typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins.
- Please use MLA formatting unless assignment sheet outlines otherwise.
- Please insert page numbers in the top, right-hand corner of your assignments.
- Any technical errors or online submission errors will be handled on an individual basis. Correct and punctual submission of assignments is the responsibility of the student.
- Major assignments will be graded and returned with feedback within 7 working days. Students will be notified of any grading delays.
- Students are allowed to revise ONE major project (Project 4-5 are not eligible) this semester to improve its final grade by up to 5%. Substantial revision must be evident in order to earn an improved grade. The revision process must include a 200 word memo reviewing the revisions and the rationale behind the revisions.

### **Grading**

ENG 3010 is usually graded on a points-based system. Students who earn 75% of the points or higher will fulfill WSU's IC competency requirement. However, in order to pass the course, students must submit each major assignment prior to the next major assignment, and must complete all major assignments.

Grades on individual papers will be weighted as follows:

Discussion Writings (10)	100pts
Project-Builder Exercises (8)	80pts
Project 1: Personal Research Guide and Genre Analysis	125pts
Project 2: Secondary Research and Synthesis	175pts
Project 3: Research Proposal with Literature Review	250pts
Project 4: Field-Based Research w/Presentation	170pts
Project 5: Reflective Letter	50pts
Participation	50pts
Total	1000pts

**Grading Scale:**

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

C	73-76%	A grade of C or better fulfills the
C-	70-72%	General Education IC requirement
D+	67-69%	and the prerequisite for General
D	63-66%	Education WI courses.
D-	60-63%	
F	59% or less	

### Attendance Policy

Enrollment in ENG 3010 is capped at 25 students.

Attendance, preparedness, and active participation count as 5% percent of the final grade. Attendance will be recorded via weekly Participation Discussion Board posts--failure to post will result in being marked absent for the week. Students are allowed 3 total absences during the semester without penalty. A 4-5<sup>th</sup> absence will result in 0 grade for Participation. **Absences exceeding (5) will result in an automatic failure for the course.** It is the student's responsibility to track their total absences. Participation is also worth 50 pts (grade assessed for semester's performance). These 50 pts. are not guaranteed with attendance--participation during class is expected and required. **We will begin the semester meeting as a full class online via Zoom during our scheduled M/W time. Starting with Project 2, we will transition to on-campus learning (see weekly schedule on Canvas).**

Last day for Add/Drop: Winter 2022, Jan 24.

Last day to withdraw (no tuition refund): Winter 2022, Mar. 27.

### Communication/Email:

- You are expected to participate regularly in the course. Take time to familiarize yourself with the organization of the Canvas site. Check the site frequently for new posts and/or announcements.
- All communication from WSU to students, faculty, and staff will be sent to WSU email addresses and will not be sent to addresses in any other domain.
- I will be available to you via e-mail, and will promptly reply to your messages within 24-48 hours, not including the weekends. **Emails sent after 5 pm will not receive a response until the following day. Emails should be sent via your WSU email account and should include your course info (day/time).**

### Plagiarism Policy

Plagiarism is the act of copying work from books, articles, and websites without citing and documenting the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). Plagiarism also includes submitting papers (or sections of papers) that were written by another person, including another student, or

downloaded from the Internet. Plagiarism is a serious academic offense. It may result in a failing grade for the assignment or a failing grade for the course. Instructors are required to report all cases of plagiarism to the English Department. Information on plagiarism procedures is available in the Department.

The English Department adheres to the College of Liberal Arts and Sciences policy on plagiarism:

College of Liberal Arts and Sciences Policy on Plagiarism (2018– 2019 *Undergraduate Bulletin*):

The principle of honesty is recognized as fundamental to a scholarly community. Students are expected to honor this principle and instructors are expected to take appropriate action when instances of academic dishonesty are discovered. An instructor, on discovering such an instance, may give a failing grade on the assignment or for the course. The instructor has the responsibility of notifying the student of the alleged violation and the action being taken. Both the student and the instructor are entitled to academic due process in all such cases. Acts of dishonesty may lead to suspension or exclusion.

Board of Governors' extended definition of Academic Misbehavior to include reuse of work (*Office of the Provost, April 17, 2018*)

Academic misbehavior...includes...unauthorized reuse of work product..., which means submission for academic credit, without the prior permission of the instructor, of substantial work product previously submitted for credit in another course.

### **A Note about Research Ethics**

Within the academic community, we divide the practice of research into two separate kinds of tasks. Research that involves looking at sources authored by other people, often found in a library or on the internet, is called secondary research. You may already be very familiar with this kind of work and you'll be doing it for several projects in this class. The other kind of research we call original (or sometimes primary) research. Instead of reading someone's else's presentation of knowledge, original research creates or gathers knowledge together in a way that was not done before. For instance, a biologist might conduct an experiment to test the effects of a drug or a fertilizer and write an article to explain her research process and results—again, you're probably familiar with this kind of research. But some academics, especially those in the social sciences, do original research by gathering stories and knowledge from human participants through interviews, focus groups, surveys, or other methods. You won't be doing biological experiments in this class, but you may end up using some of these other methods of original research in your projects. As you involve other humans in your research processes, you must respect their rights to maintain their privacy and to choose how and when their information or stories get shared. As members of the academic community, we expect you to be responsible researchers as you gather and disseminate this data, as well as any data obtained through secondary research.

### **Wayne State Writing Center**

The Writing Center provides individual tutoring consultations free of charge for graduate and undergraduate students at WSU. Tutoring sessions are run by undergraduate and graduate tutors and can last up to 50 minutes. Tutors can work with writing from all disciplines.

Tutoring sessions focus on a range of activities in the writing process – understanding the assignment, considering the audience, brainstorming, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics. To make a face-to-face or online appointment, consult the [Writing Center website](#).

## **Student Disability Services**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu).

To register with Student Disability Services, complete the online registration form at:

[https://wayne-accommodate.symplicity.com/public\\_accommodation/](https://wayne-accommodate.symplicity.com/public_accommodation/)

## **Class recordings**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use.

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of class materials must be kept confidential.

For these reasons, every student enrolled in the course must adhere to the following set of rules aimed at protecting privacy and confidentiality. Enrolled students adhere to the following:

- Students will not record the audio or video of any online class session.
- Students will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- Students will not share any material with anyone who is not a student enrolled in the class.
- Students will not share any recording of a class session made by the professor with any other person
- If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

## WSU Resources for Students

- Student Disability Services (SDS) <http://studentdisability.wayne.edu/>
- Academic Success Center (ASC) <http://www.success.wayne.edu/>
- Counseling and Psychological Services (CAPS) <http://www.caps.wayne.edu>
- Dean of Students' Office (DOSO) <http://www.doso.wayne.edu>
- Office of Military and Veterans Academic Excellence (OMVAE) <http://omvae.wayne.edu>
- Department of English website <http://clas.wayne.edu/English/>

**Below is a tentative schedule. Please stay current with Canvas Announcements and Emails for changes and specific instructions.**

**Specific readings and assignments w/due dates are on our Canvas site.**

<b>TENTATIVE SCHEDULE</b>			
<b>WEEK</b>	<b>Content</b>	<b>Assignments</b>	
<b>WEEK 1 1/10</b>  <b>Online meetings</b>  Zoom URL:  <a href="https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09">https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09</a>	<b>M:</b> <ul style="list-style-type: none"> <li>• SYLLABUS</li> <li>• Canvas Navigation</li> <li>• Intro: Project 1</li> </ul> <b>W:</b> Canvas readings	<b>M:</b> Post a bio in the Icebreaker Discussion Board   <b>W:</b> <ul style="list-style-type: none"> <li>• Discussion 1</li> <li>• PB1</li> </ul>	
<b>WEEK 2 1/17</b>  <b>Online meetings</b>  Zoom URL:	<b>No Meeting Monday</b>  Research Guides	PB2: Guide Progress	

<a href="https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09">https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09</a>	Website Development		
<b>WEEK 3 1/24</b> <b>Online meetings</b> Zoom URL: <a href="https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09">https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09</a>	Project Drafting, Review, Revision	Discussion 2: Project 1 Rough Draft & Peer Review	
<b>WEEK 4 1/31</b> <b>Online meetings</b> Zoom URL: <a href="https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09">https://wayne-edu.zoom.us/j/97385032909?pwd=MjYyeIZwRzJLM1dPVTJaUng1SDBZUT09</a>	Project 1 Reflection Intro to Project 2 Brainstorming	Discussion 3 <b>Project 1 Submission</b>	
<b>WEEK 5 2/7</b> <b>Back On-Campus</b>	Launch Texts Student Examples & Templates Footnotes, Annotations and Mapping	PB3: Annotations	
<b>WEEK 6 2/14</b>	Footnotes, Annotations and Mapping	Discussion 4 PB4: Synthesis Map	

	Synthesis		
<b>WEEK 7 2/21</b>	Project Drafting, Review, Revision	Project 2 Rough Draft & Peer Review Discussion 5	
<b>WEEK 8 2/28</b>	Project 3 intro CARS Intro	PB5: Intro <b>Project 2 Submission</b>	
<b>WEEK 9 3/7</b>	Literature Review	Discussion 6 PB6: LR	
<b>WEEK 10 3/14</b>	Spring Break: No classes		<b>March 28 = Last Day to Withdraw</b>
<b>WEEK 11 3/21</b>	Methodology/Discussion	Methodology/Discussion Discussion 7 Project 3 Rough Draft & Peer Review	<b>March 28 = Last Day to Withdraw</b>

<b>WEEK 12 3/28</b>	Project 4 Intro  Three typical genres used in the profession  Interview Questions	PB7: Beginning Interview  Project 3 Submission	<b>March 28 = Last Day to Withdraw</b>
<b>WEEK 13 4/4</b>	Interview Results  Genre Analysis	Discussion 8  PB8: Bawarshi & Analysis	
<b>WEEK 14 4/11</b>	Presentations  Project Drafting, Review, Revision	Project 4 Essay Draft & Peer Review  Discussion 9	
<b>WEEK 15 4/18</b>	Project Submission & Reflection	<b>Project 4 Submission</b>	
<b>Week 16 &amp; FINALS WEEK</b>	Intro to Final Letter  Final Letter Submission	Discussion 10  TBA, 5:00pm Final Letter Submission	

## Project Descriptions

### Project 1: Web-Based Research Guide

#### Introduction/Rationale

The personal research guide is an opportunity for you to begin to explore a professional discourse community you are joining or intend to join. You will be creating a website that will serve as an "introduction" to the discourse community for an audience of students and laypeople who either a) have cursory knowledge of the discourse community or b) have no knowledge of the discourse community.

In order to create the content for your website, you will DEFINE your chosen discourse community according to Swales' 6 characteristics, and you will DESCRIBE the communication practices and priorities of that discourse community. Using primary and secondary research methods, you will explore the literacies of the discourse community by identifying:

- significant genres,
- key experts,
- important publications,
- professional organizations and conferences,
- online presence,
- research and writing practices,
- commonly employed research methods in the field,
- major topical or conversational trends from the last 5-10 years, and
- broad discourse community values.

You will use this exploration of key professional literacies to begin to develop research questions about the discourse community, which you will explore in future projects.

#### Assignment Prompt

##### Step 1: Prior Knowledge and What You Want to Know

Begin by identifying the professional discourse community you wish to enter. Using Swales' six characteristics of discourse communities as a heuristic (bulleted below) work through the knowledge you already have about the discourse community, recording ideas you think belong in your research guide website. Whichever of Swales' questions you cannot answer from prior knowledge will become areas of inquiry for the project. (questions you can answer might need to be verified during the research process as well...)

- What are the "common public goals" of the discourse community?
- How do members of the discourse community share ideas and information with each other?
- In what environments and spaces do members of the discourse community research and write?

- What kinds of ideas and information do members of the discourse community share with each other?
- What genres does the discourse community use to accomplish its goals?
- What are some key features or examples of the lexis of the discourse community?
- What are the parameters of membership in this discourse community? Who are key figures in the field?

Next, based on your knowledge gaps, generate questions about the field's purposes, discursive/literate/communication practices, important genres and their conventions, etc. What do you need to know or want to find out? Which of Swales' questions do you need answers for?

### Step 2: Primary and Secondary Research Processes

Secondary Research - Start answering your questions by identifying the library research guide and appropriate databases for your major or area of study on the WSU library website. If you need help finding the appropriate research guide and databases to use, ask your instructor or a WSU librarian. Work through some keyword searches to learn how to use the databases as well as to discover journals, conference proceedings, and/or any other prominent resources the database supplies. This secondary research should help you answer many of Swales' questions regarding the literate practices of your discourse community, where and how the members communicate, etc.

Primary Research - Once you have done this work, identify the questions that would be especially helpful to talk about with an expert. Make contact with at least 1 working professional, scholar, or graduate student in the field to learn more about key genres, commonly used research methods, research and writing spaces, recent major topics, important journal publications, professional organizations, web sources, and conferences.

Follow up on that interview with more of your own research:

- 1) search for and review several examples of items mentioned in your interview (these might be useful links or examples to add to your website)
- 2) research the topics or current events that are important in that professional discourse community.

### Step 3: Creating the Research Guide Website

Ultimately, through compiling your research guide website, you should be able to articulate the **answers to ALL of Swales' discourse community questions** listed above. You should be able to **provide examples** for at least three major communicative practices used by members of the discourse community to accomplish their goals. These goals should reflect, or at least connect to, reading, writing, and research values uncovered during your meeting with the expert you interview. You should include current priorities in the discourse community in terms of **research questions and current areas of study**. AND, of course, you should include a resource page with **citations for your secondary and primary sources**.

### Minimum Requirements

- Website: 750-1000 word (3-4 page) digital research guide. Your site can be created on any free web-based platform (wordpress, wix, weebly, etc.). The research guide should present a description and analysis of at least three major communicative practices used by members of your discourse community to accomplish their goals. Of the three, one must be a research article from a peer reviewed journal in your disciplinary discourse community. The other two can be academic or professional examples of communicative

practices. These communicative practices should reflect, or at least connect to, reading, writing, and research values uncovered during your research of your disciplinary or professional discourse community. They should also show analysis of how the genre conventions of those communicative practices demonstrate how the field knows and does through writing and interaction. The site should also follow Swales' six characteristics of discourse communities and formatted as a guide structured for easy reference:

- A definition of the discourse community in terms of its "common public goals" as understood both by a practicing member as well as any professional organizations associated with the specific discourse community.
- A sentence that previews at least three major communicative practices used by members of the discourse community to accomplish the above goals (the rest of your guide will provide evidence of these practices).
- A description of common research and writing environments for members of the community.
- A list of prominent "participatory mechanisms" or venues where members publish, share, and discuss information. This includes the field's major journals, conferences, databases, and other forums for important conversations in the discipline. This section should include specific examples, not just broad categories like "articles" or "websites" or general statements of topics like "issues in medicine." Thus, **for each** genre described, students should reference a specific example and briefly highlight the major issues or topics addressed by the specific "mechanism" under review.
- A description of contemporary major topics of conversation as well as any significant changes in your chosen field of study that have taken place over the last 5-10 years. This section should also identify a short list of the most important terms, acronyms, and key words that make up the community's vernacular.
- 2-3 of your own research questions about the contemporary major topics of your discourse community (as identified above). These questions and their revisions will continue to drive your research over the course of the semester.
- A bibliographic list of all pertinent resources you have uncovered during your search (even if uncited in the body of your guide), using the citation method appropriate to the field (So, you should identify whether the field uses MLA, APA, Chicago, AMA, or another citation style).

**Due Date:** See Canvas

### **Grading:**

Your work will be evaluated according to the following criteria:

See rubric on Canvas Assignments for full description of project grading

## Project Two: Secondary Research and Synthesis

### Introduction/Rationale:

In this project, you will use your findings from your research guide and your genre analysis for an exploration of a research question that is current and appropriate for your disciplinary or professional discourse community. Using your peer-reviewed, academic article from Project One as a launch text, you will locate and explore a research question by finding and annotating eight sources, analyzing and color coding those eight sources, and produce a synthesis map of your eight sources.

### Assignment Prompt:

Building on your work in Project One, you will use a launch text and explore the launch text's reference page as a resource for finding research that explores a similar research question or problem. During your exploration and review of the research, you will create annotations that focus your analysis of the research question or problem to a particular scope or focus. In order to help you annotate your research, an annotation template with specific categories will be developed in class.

Your research and annotations will explore a topic of interest connected to your professional/academic discourse community. In order to answer these questions, you'll need to find, follow, and organize a sustained research agenda consisting of multiple searches and myriad texts. Your first goal here is to secure one core sources (which should be the academic peer reviewed source that you found and used for completion of Project One) that significantly address your research questions. From those sources, you will continue to build your answers by forging a **research path** using the keywords, footnotes, and citations gleaned from your launch texts. Follow your research path through at least seven sources for a total of eight sources.

For each successful research source, you will compose a **Cornell annotated bibliography entry**. These entries will help you to track and summarize the information you're gathering as well as begin to establish relationships between ideas and texts. Each entry should both reflect on your research process as well as begin synthesizing your gathered information into useable prose for the literature review. These Cornell annotations will help you to sort, evaluate, and compare your research materials by topic, position, or concept in order to analyze emerging relationships between authors' ideas. The point of these annotations is to help you develop relationships between sources that move from broad to more specific categories of a clear and concise research question and gap, which will be used to structure the body of your literature review and your solution in the research proposal in **Project Three**.

### Minimum Requirements:

- 8 Cornell Notes (one page each, double spaced, standard, 12-point font, 1-inch margins)
- Color Coding of Cornell Notes

- Synthesis of Cornell Notes using a synthesis tree and mapping tree w/ 1 page synthesis writing previewing plan for Project 3
- Formatting style appropriate to your discipline

### **Learning Objectives:**

#### **Read**

- Identify, annotate, and synthesize academic research of a discipline or professional research topic that is current and of interest to your field and to you.

#### **Analyze**

- Analyze the research and develop a research gap that is present within the research and needs to be addressed/answered/fixed/etc.

#### **Write**

- Work through careful research, analysis, and synthesis of your sources in order to explore a research question/problem that you will continue to explore in Project Three

### **Due Date: See Canvas**

See rubric on Canvas Assignments for full description of project grading

## **Project Three: Research Proposal with Literature Review**

### **Introduction/Rationale**

When people conduct research in disciplinary and professional contexts, they do so in order to answer questions related to a specific need or problem. Literature reviews, as a research genre, collect, organize and synthesize the relevant secondary research in a systematic way that provides highly condensed and heavily documented information related to your particular question or problem. The primary **purpose** of the review is to provide your audience and/or collaborators with an overview of what experts have said about the problem or research question under investigation. This assignment requires you to move through the messy and recursive stages of researching, analyzing, organizing, and writing in order to draft a formal literature review. Throughout our work on this project, you will draw upon the research and your synthesis of that research in Project Two for this Project. This will also require exercising your critical and creative thinking capabilities to draw parallels, connections, and solutions between the problem/context of your question and information from the sources you find. The conclusion of your literature review will propose a solution to the research problem that you present within your literature review.

## **Assignment Prompt**

**Literature reviews** synthesize information, compare and contrast ideas, and clearly describe relationships between well-cited texts so that readers get a sense of a broader conversation and its importance to a particular discourse community. Literature reviews are organized topically with frequent citations and dense prose that is frequently signposted to help readers navigate both conceptual and structural complexity (we will unpack all this - don't worry). Generally, you should show readers how experts have approached the problem or question, what has already been said about it, where contradictions or discrepancies occur, and what still needs to be learned about a topic.

To complete this project, we will move through several smaller, yet still formal scaffolding steps. Not only will these steps aid you in successfully using the research and synthesis you conducted in Project Three to write a literature review for this assignment, where you will conclude with a proposal that critically reflects upon how the research problem/question might be answered. You will begin by revisiting and revising your **research questions you created and researched in Project Two**.

You will use the analysis and synthesis of research conducted in Project Two in order to develop relationships between sources that move from broad to more specific categories of a clear and concise research question and gap, which will be used to structure the body of your literature review and your solution in the research proposal. Research proposals present a solution and justification for resolving the research question/problem. The proposed research must be at least "semi-realistic."

## **Learning Objectives**

### **Read:**

- Draw upon research conducted, coded and synthesized in Project Two.

### **Write:**

- Deploy a flexible process for planning, drafting, and revising that responds to the rhetorical contexts of different writing situations in academic and professional discourse communities
- Emulate genre conventions of Literature Reviews such as synthesizing multiple sources, situating diverse perspectives, and reproducing the stylistic, formatting, and citation practices of specific academic/professional discourse communities
- Produce a proposal solution to your research question/problem appropriate for your field of study and audience.

### **Research:**

- Deploy a formal process for defining and revising a specific topic of inquiry (question or problem), research goals (outcomes and artifacts) as well as various ways of addressing those inquiries (methods and solutions).
- Identify and emulate diverse research genres such as research journals, literature reviews, and research proposals

### **Reflect:**

- Plan and evaluate appropriate procedures for writing about a clear and focused research topic of inquiry for professional/academic audiences
- Identify and implement needed adjustments to research and writing processes and products
- Describe, with predicted examples, how skills, procedures, and knowledge acquired in this unit might apply to future contexts

### **Minimum Requirements**

Each step in the process will include scaffolded assignments in order to help guide you through the process safely and securely.

Introduction:

- Follows Introduction Template
- Integrates research
- 2+ pages in length (double spaced)

Literature Review:

- Features correct in-text and bibliographic citation of 8 scholarly sources
- Uses section headings to organize and sign-post content for readers
- Disciplinary/Professional formatting
- 5+ pages in length (double spaced)

Proposal:

- Suggests a solution to research question
- Draws upon research presented within literature as justification for the proposal
- Limitations to proposal
- Conclusion
- Uses section headings to organize and sign-post content for readers
- 2+ pages

**Due Date:** See Canvas

**Grading:** See rubric on Canvas Assignments for full description of project grading

### **Project Four: Field-Based Research**

Introduction

The Field-Based Research (FBR) project asks you to conduct primary research within your professional field of study. Your primary research will require you interview a professional in your field in order to gather, discuss, and analyze three typical genres used within the field on a daily basis. You'll gather the information you need by interviewing someone in your discourse

community, observing writing-related activities in that discourse community, and analyzing texts from three genres used in that discourse community. You'll collect data, begin analyzing it using a process called coding, and draft a description of your research methods. You'll use that work to present your findings in written and presentation form by coding, analyzing, and reflecting upon your findings. Steps and due dates for conducting your interview, observation, and genre analysis are listed below.

#### Assignment Prompt

Locate three short texts (or sections of texts) that represent three different genres used in your discourse community. Start by asking your interviewee(s) for examples of texts read, written, or otherwise used by professionals in the field. For instance, if you're investigating a medical discourse community, you might examine the introduction of a research article, a patient medical history form, and an article from a newsletter for doctors, nurses, or other medical professionals. Other places to seek texts are on the websites of professional organizations for your field.

Your goal is to explain the genres you're analyzing in terms of Beaufort's five knowledge domains (genre knowledge, rhetorical knowledge, subject matter knowledge, writing process knowledge, and discourse community knowledge). To do so, you'll draft a description of your research methods and a list of three to four genre convention themes you developed by coding your data. Use your analysis of the genres to show what features characterize each genre, how it functions in your discourse community, how it seems to be produced, how it uses or adds to subject matter knowledge in the discourse community, and how it enacts the values and attitudes of the discourse community. Your final draft will write up the following:

- Sampling procedures:
- How and why you chose your interviewee
- The observation site
- Data you collected
- Procedures used to collect the data
- Analysis and coding of findings
- Genre convention themes
- Reflection upon how the genres explored highlight how your discourse community knows and does through writing
- 5 minute Ignite Presentation of findings

To develop your draft, use the "Guidelines for Analyzing Genres" in Bawarshi's "Re-Placing Invention in Composition" (see pages 159-160). See especially, the questions and ideas in these guidelines and in Bawarshi's examples. Keep in mind that you may want to critique one or more of your genres and/or to suggest possible changes in them. Base your critique or recommendations for genre change in your analysis.

#### Minimum Requirements

- Length: 3-4 pages (double spaced)
- Organize your paper using the categories listed above
- Discuss at least three sample texts from distinct genres in the field; provide copies of those genres at the end of your paper
- Support your analysis with observations from the field and findings from your interviews and genres analyzed
- Create a 5 minute Ignite presentation of findings

### Learning Objectives

- Locate three short texts that represent three different genres used in your discourse community
- Develop an effective rhetorical genre analysis of the three texts that explains them in terms of Beaufort's five knowledge domains
- Organize the proposal to effectively meet readers' expectations
- Use appropriate style, citation conventions, and grammar, punctuation, and mechanics

**Due Date:** See Canvas

**Grading:** See rubric on Canvas Assignments for full description of project grading

## Project Five: Reflective Letter

### Introduction/Rationale:

In this letter your goal will be to reflect on the work you have completed throughout the course of the semester. In other words, you are being asked to think and write about your research and writing practices. A good way to begin framing your reflection letter is to think through the following questions:

1. **Prior to this class**, what did I know about writing and researching in my discipline?
2. When enrolling in this course, what did I **want to learn** about writing and researching in my discipline?
3. What did I **actually learn** about writing and researching in my discipline?
4. How have my own writing and researching practices **changed** throughout the semester?
5. How does what I learned connect to the ENG 3010 **Learning Outcomes**?

"Writing and research practices" include any part of the process we've been using this semester:

- Brainstorming, organizing, and pre-writing strategies
- Drafting, scaffolding, and revising methods
- Narrowing topics, generating research questions, and framing scholarly conversations
- Navigating databases, selecting and tracking resources, reading strategies

- Practices associated with genre and/or discourse community standards
- Much more

Feel free to discuss any of these practices (or others) in your reflection essay. In order to organize and connect the letter to our course in the most productive way possible, you will use the course learning outcomes to guide your reflections. This doesn't mean that your letter can, or even should reference the entirety of each learning objective for the course. Instead, choose one or two specific items from each objective that align most directly with your own experiences and growth throughout the course.

### **Assignment Prompt:**

Between our last class meeting and the submission date, spend time brainstorming, pre-writing, and drafting a 4+ page (double-spaced) reflective letter that describes to me, in detail, how the course has helped to produce changes in your knowledge, skills, and practices as evidenced by the writing and researching you've completed throughout the semester. Letters should be addressed to me, and, while they are formatted as letters, they should be formal in both tone and structure.

You may choose to emphasize whatever specific skills, behaviors, or knowledge you wish, but, keeping in mind the objective of the letter, the following guidelines must be met:

- 1) Make direct reference to at least two of the projects you wrote this semester – one of which must be the Formal Research Proposal. You may also reference any informal writing or class assignments we've done in the course. However, any activity, essay, journal, post, or reading **MUST** be correctly cited.
- 2) Have a clear goal for the reflection. In other words, be clear about what you feel you've achieved and how the work you've done in ENG 3010 has produced changes in your writing and researching. It is usually best to specifically show how you will use the skills/knowledge from this course to successfully work in other classes and your professional life outside of the classroom. Remember, it is not enough to simply claim you learned how to do something or achieved a learning objective – you must provide *\*evidence\** of that achievement using specific descriptions of work completed throughout the course (See #1 above)!
- 3) Letters should use your disciplinary formatting requirements (APA/MLA/Chicago/Turabian), double spaced, 12 point Times New Roman font with 1" margins. The body paragraphs of the letter should be organized into four sections focused on each of the Learning Outcomes. Use

the outcomes themselves as the headers for these sections: **Read, Write, Research, and Reflection.**

4) Workshop your paper with your peers! Think about the multiple revision strategies we used throughout the semester and any other review strategies that will help you submit a paper that is organized, specific, and free of surface errors (grammar errors, spelling errors, formatting errors).

**Due Date:** See Canvas

**Grading:** See rubric on Canvas Assignments for full description of project grading