

15-ENG 102-019
MWF 11:00am—11:50am
254 McMicken

Instructor: Hannah Rule

Office Location: 212 McMicken

Email: rulehj@email.uc.edu

Office Hours: Mondays 8am—10am; Fridays 10am—11am (& by appointment)

English Comp Office Phone: 556-6137

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Required Texts and Materials:

- Beckelhimer, Lisa, Katherine Polak, Molly Oberlin, and Joyce Malek. *Student Guide to English Composition 101 & 102, 2008-2009*. Plymouth, MI: Hayden-McNeil, 2009. [noted in Course Schedule as SG]
- Weisman, Alan. *The World Without Us*. New York: Thomas Dunne Books/St. Martins, 2007.
- Active Blackboard and BOL email accounts, checked regularly

Strongly Recommended—A handbook is required, this one in particular is highly recommended

- Maimon, Elaine P., Janice H. Peritz, Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research, 2nd Ed.* NY, NY: McGraw-Hill, 2009.

Course Description: English Composition 102 is designed to focus on critical thinking and persuasive writing skills. In this course you will learn to read critically and to analyze a text's (the work of professional writers as well as student writing) content and its particular writing strategies. Thus we will think about writing from the perspective of both readers and writers. In this course, you will also practice argumentation, structuring an argument, engaging opposing viewpoints, and making persuasive rhetorical choices. You will also learn to conduct proficient and discerning research, use support efficiently and honestly, proficiently execute MLA formatting, and achieve a strong voice and persuasive style.

Course Goals: 1) Understand the complexity of different kinds of arguments/issues, 2) Recognize that different writing situations call for different strategies, 3) Recognize that texts are in conversation with other texts, 4) Understand and demonstrate the ethical responsibility of the research writer to explore multiple perspectives on a topic, 5) Understand and demonstrate the ethical responsibility of the research writer to cite sources and report findings accurately" (*Student Guide* xii). See *Student Guide*, p. 149.

Goals of the English Composition Sequence: The comp sequence focuses on two of the four Baccalaureate Competencies: critical thinking and effective communication (see p. xi in the *Student Guide* for more information).

COURSE REQUIREMENTS:

Classroom Expectations: First, please be courteous and respectful of everyone, particularly when we are sharing ideas, both written and verbal. Second, please keep cell phones, laptops, newspapers, work for other courses, and other distractions stowed away during class. Third, please be on time. Habitual tardiness is disruptive, particularly because we only meet for 50 minutes. Fourth, be prepared everyday to be an **active participant**. Your activity—writing, thinking, and speaking—is the real content of this course. Come each day ready to be active.

Computer Lab Policies: Our class meets in a computer lab and thus presents unique challenges and behavioral expectations. I expect first that we will all use our common sense and common courtesy while conducting class. Please keep off unrelated sites and the internet in general (unless we are working online as a class). I will be monitoring your screens and mark down if I see you off-task. There is no food or drink allowed (contained bottled water ok, but not on the desk). Do not leave trash or papers around your computer. Please note that we will NOT use the computers in every class meeting. Each day, you will have to wait for me to arrive and let you into the classroom; you may not enter the classroom at the conclusion of the previous class (that instructor will simply ask you to leave).

Community of Writers: Particularly because of the nature of our classroom environment, but more so because of the process-nature of composition, you will be sharing your writing *a lot*, more perhaps than you have in previous writing courses. Much of what you write will be made “public” in some way (posted on our Blackboard site, displayed on the projector, read to the class, exchanged in peer review, etc.). *If you are not comfortable sharing your writing and ideas, you are in the wrong section of this class.*

Attendance: *Attendance in this course is mandatory and integral to your success.* Should you have to miss a class, please notify me, preferably before the class you will miss. When you return to class, it is your responsibility to find out what you have missed (from the syllabus, Blackboard, your classmates, then me). You are allowed three “free” absences to use as you see fit—reserve these for illness, travel, family emergencies etc. Use them wisely. **Absences beyond three will adversely affect your grade—3 points will be subtracted from your participation score.** University approved absences (observation of a religious holiday, participation in a university-approved sporting or other event) will not count under this allowance with proper and *prior* notification and/or documentation. Let me emphasize that illness will not likely be considered “excused”—count on getting sick during the quarter and reserve your absences. Also, please come to class on time. If you are habitually late, your tardy arrivals will begin to count as absences.

ASSIGNMENTS:

Participation— verbal/written	These points will be earned across the quarter, based on your 1) verbal contributions to class discussion, 2) in-class written responses, 3) general level of general engagement in the class, and 4) at least one conference with me at some point in the quarter (you are encouraged to conference much more than once). Because of the subjective nature of this, I will award most of the points based on the written responses. Some of these writing responses will operate like pop quizzes on the reading. Be warned that I will <i>benevolently</i> call on you to speak in class. I am interested in a class environment where all voices are heard equally—the best conversations happen in this way.	25 pts.
Peer Reviews	For each paper assignment, you will be required to prepare a first draft for review. For the Rebuttal Essay, you will conduct an in-class review (worth 10 points). For the Exploratory Analysis, you will exchange drafts with a partner and compose a peer review letter, submitting a copy to me and to the author (worth 10 points). And for the Research Paper, you will post your draft (on	25 pts.

	Blackboard or a Wiki) and you will be required to post comments (worth 5 points). In addition to these formal and graded sessions, we will also be looking at your writing as a class.	
Personal Writing Journal	Over the course of the term, you will be asked to respond to several journal prompts about writing—for example, you will seek out a sample of writing that you really like from any source and describe how it achieves in terms of style, voice, rhetorical choices, persuasion, etc. When all the prompts are completed, you will turn in the whole thing to me for a grade. You will also likely be asked to share some of these entries with the class.	25 pts.
Essay One, Rebuttal	A four-five page essay in which you will argue against the position of an author (that I have already chosen). This essay will rely only on a primary source (this is to say, this paper does not include a research component). See p. 158 in the <i>Student Guide</i> for more information on this essay. A draft of this essay will be peer reviewed before the final draft is collected for a grade. There will be a revision option for this paper.	50 pts.
Essay Two, Exploratory Analysis	A four-five page exploratory essay that investigates multiple sides of a debatable issue on a topic that we develop in class based on our readings. See p. 177 in the <i>Student Guide</i> for more information on this assignment. A draft of this essay will be peer reviewed in class before the final draft is collected for a grade. In most every case, the topic you choose in the EA will be developed in the Research Paper.	50 pts.
Research Steps	In preparation for the research paper, you will be required to complete 5 research step assignments. These include: Developing a Research Question, Annotated Bibliography, Conducting an Interview/Survey/Other, Writing an Outline, and Portfolio Reflection. Each will earn a score out of 5 points, for a total of 25. These (graded) steps will be included in the Final Research Portfolio. Much more information about these steps to follow. See p. 188-200 in the <i>Student Guide</i> for more information on these steps.	25 pts.
Final Research Portfolio	A 7-9 page research paper in which you will argue a position or point about a research topic (some topics will be suggested in the class, but there is the option to develop your own topic). The research steps (listed above), as well as your Exploratory Analysis, will help you develop this paper. You will be required to present a draft of this paper for peer review. The final version will appear in the Final Research Portfolio, along with the graded versions of the research steps and a copy of the Exploratory Analysis. Though the research steps must be included here, the grade will apply only to the final version of the research paper. Much more information on this project to follow.	100 pts.

TOTAL POINTS: 300

Grades follow university's standard 10/100 point scale:

94-100=A; 93-90=A-; 87-89=B+; 84-86=B; 80-83=B-; 77-79=C+; 74-76=C; 70-73=C-; Below 70=NP (not proficient)

A grade of NP for this course means that you have not passed ENG 102 and you will have to take it again.

Additional Notes:

Format: I may require either paper OR electronic submission, or both! All papers should be in standard 12 pt. font, with 1-inch margins and follow MLA formatting conventions. Make sure that submitted hard-copy papers are stapled. Please see the *Student Guide* and/or the Handbook for instructions on this.

Plagiarism: In the Composition Program, any case of plagiarism will result in an automatic grade of F for the course and a letter in your college file explaining the incident. Part of the program's curriculum deals with strategies to avoid plagiarism; however, it is ultimately your responsibility to be sure that you have cited all your work properly and demonstrated academic honesty. It is also your responsibility to review the statement on plagiarism in the *Student Guide*, p. 66.

Late Policy and "Make-Ups": No late work will be accepted. If you are going miss a day when a draft is due for in-class review, you will also not receive credit for participating in the review. Same deal if you miss an in-class writing exercise. There are no "make-ups" for this missed work. Any work that is turned in to me (like research steps or final draft of the Rebuttal essay, for example) MUST BE ON TIME. If you have to miss a class when something major is due (like a final draft for grading), you *may* email it to me to demonstrate that it's complete, but I will need a hard copy to grade A.S.A.P. (unless of course, I have asked you to submit electronically). If I decide to accept any late work, a fair penalty will be applied to the assignment grade.

Writing Center: Staffed by UC composition instructors, the Writing Center can assist you with any element of the writing process, save editing. Please take advantage of this wonderful resource, for this or any other course in your time at UC. You can make an appointment but they also accept walk-ins; the schedule tends to fill as the quarter draws to an end. See p. 19 in the Student Guide for more information. Web: <http://www.artsci.uc.edu/english/writingCenter/index.cfm>; Phone: (513) 556-1347

Students with Disabilities: Students with disabilities should present official documentation from the Disabilities Services office during the first two weeks of class so appropriate accommodations can be made.

COURSE SCHEDULE (UPDATED 4/19):

***Schedule and Policies subject to change

***Homework/Reading should be complete FOR THE DAY posted

***Homework schedule NOT COMPLETE: Daily assignments/reading will be posted as the quarter progresses

M, March 30	Introduction to the course, compose class introductions	
W, April 1	Review the syllabus, discuss course goals and expectations	Read the syllabus and skim p. 153-256 in <i>Student Guide</i> (SG), bring questions
F, April 3	Discussion—Carr; introduce Rebuttal Essay	Read “Elements of Argument,” SG 155-156; Read Nicolas Carr, “Is Google Making Us Stupid?” (posted on Blackboard)

M, April 6	Discussion—Carr	
W, April 8	Discuss Student Essay, discuss process, do pre-writing exercise	Read Sample Student Essay, SG 159-163, give it a grade
F, April 10	Introduce Personal Writing Journal—distribute first prompt	

M, April 13		
W, April 15	IN-CLASS PEER REVIEW of Rebuttal Essay Draft	Have an electronic version of your draft prepared—email it or bring on memory stick
F, April 17	NO CLASS —Instructor attending conference REBUTTAL ESSAY DUE —deliver to digital dropbox by 5 p.m.	

M, April 20	Discuss Weisman	Read Weisman, Prelude and Chapters 1-3
W, April 22	Discuss Weisman, discuss Exploratory Analysis and Research Project	Weisman, Chapter 5 and SG, p. 179-184
F, April 24	Discuss Weisman, begin generating topics	Weisman, Chapters 7 and 8

M, April 27	Discuss Weisman	Weisman, Chapters 9, 14, & 15
W, April 29	Research STEP ONE due —research question (hard copy)	Weisman, Chapter 17 and Coda
F, May 1	LIBRARY DAY—meet in Langsam, room T.B.A	

M, May 4	Research STEP TWO due —annotated bibliography (hard copy)	
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W, May 6		
F, May 8		

M, May 11		
W, May 13	EXPLORATORY ANALYSIS draft DUE —send an electronic copy of your draft to me and your peer review partner <i>before</i> class meets	
F, May 15	EXPLORATORY ANALYSIS DUE (format T.B.A)	

M, May 18	Research STEP THREE due —survey/interview/other (hard copy)	
W, May 20		
F, May 22	Research STEP FOUR due —outline/plan for paper	

M, May 25	MEMORIAL DAY—NO CLASS	
W, May 27		
F, May 29	Personal Writing Journal Project DUE —share final prompt in class	

M, June 1	Post draft of Research paper (location T.B.A.)—respond to two classmates' drafts (details T.B.A)	
W, June 3		
F, June 5	FINAL RESEARCH PORTFOLIO DUE —with Research STEP FIVE, Research Reflection	

We will NOT meet in Exam week—Good Luck on Exams!

Required Basics: See the *Student Guide*, p. 158 for the assignment and some additional helpful suggestions. This essay should: 1) be 4-5 pages, 2) use specific examples from Carr’s text as evidence, 3) be critical of certain of Carr’s ideas, strategies, argument but not dismiss all of his ideas, 4) give your reader a summary of Carr’s article, but assume that she/he has read it, 5) work to raise questions or problems about the argument. This last element is the essay’s PURPOSE—you are to show your reader why they shouldn’t accept certain parts of Carr’s argument and why. Your audience will vary depending on the writing scenario you choose: you might be writing to me and your classmates, Carr himself, other readers of Carr’s argument, etc. DO make rhetorical choices that will make the most persuasive impact on your audience.

OPTIONAL—Contexts for writing: One of my goals in this class is to expand, even if just in an imaginary way, the boundaries of our classroom and have you think about your essay writing as MORE than just writing to me for a grade. So here are some scenarios for writing this kind of paper that will help you define your rhetorical choices in this paper:

- Imagine Carr’s article appeared in a newspaper or magazine and the publication accepted critiques of the article to appear alongside it. In certain contexts—like leisure reading in a magazine or newspaper—we often don’t read very critically. Readers reading Carr in this context might not be as critical as you are reading Carr in my class. So write an essay that helps the leisure reader find places in Carr’s text that need to be questioned and perhaps ultimately disagreed with. What shouldn’t readers accept about Carr’s article and why?
- Pretend that Nicolas Carr is a student in our class. He has submitted this essay to you for peer review. Write an essay to him that shows him specific places in the text that aren’t persuasive, places where questions emerge in your mind. You might also consider providing solutions to the problems/questions you raise.
- Imagine that you are editor of *The Atlantic* (the publication that published Carr’s article) and that you’ve decided *NOT* to accept Carr’s work. Write an essay using specific examples from Carr’s text and make an argument in support of your decision not to publish him.

Remember, these are just scenarios to help encourage your thinking. You do not have to use them. How you use the scenario is up to you. I would recommend using in your drafting phase. *I’ll explain more about how these can be used in class.*

Required Format: Your essay should be typed, using MLA format (see *Student Guide*, p. 10-11 for visual instructions on this), with one-inch margins and a reasonable sized font (try Times New Roman, Baskerville, etc.). Please submit the final electronic version to Digital Dropbox in a Word Document (.doc or .docx OK).

DUE DATES: First Final Draft due in class for Peer Review: **Wednesday, April 15th**

(in-class review, electronic version)

Second, Revised Final Draft due for a grade: **Friday, April 17th by 5 p.m.**

(submit to Digital Dropbox on Blackboard)

REMEMBER!!! I am always available to discuss your essays at any point during your development process. I have office hours MONDAYS, 8-10am, FRIDAYS, 10-11am and am also available by appointment after each class meeting.

PURPOSE of the Project: In ENG 102 you will be developing a functional, personal relationship with writing, developing a sense of your own style and writing voice. These prompts are designed to have you consider your relationship to writing process and language, as well as what you find interesting, compelling, “good” in writing in your real life.

DUE: Though each entry has suggested completion times, the entire project will be due **FRIDAY, MAY 29th**.

MEDIUMS OF RESPONSE: I’ve named this project a journal to imply that it’s “yours”—you can respond in any way that you like—handwrite or type, create collages, video recordings, photos, posters, PowerPoint slides, traditional word-processing document, etc. You don’t have to commit to ONE medium for the entire project: mix it up. Feel free to play around with the way you respond to each prompt. Do what feels right and reasonable. I am most interested in a good faith effort to engage with the ideas the prompt wants you to think about. Ask yourself for each response: did I do what the prompt asked me to?

Prompt ONE: Visual of Writing Process (before 102)

Suggested Completion Time: First Day of Class

(You can use what you posted on Blackboard, revise what is there, or start fresh)

What do you do when you write? Using any medium or combinations of mediums, depict visually and with words your writing process.

Prompt TWO: Lame, Boring, Gross: Writing I Despise

Suggested Completion Time: the earlier the better!

We read things all the time that we just can’t stand. As you consider the writing in your life (think as broadly as possible—text messages, emails, blogs, comments, letters to the editor, newspapers, books, poems, song lyrics, love letters, grocery lists, billboards, commercials, websites, etc.—anything that is [mostly] words), find 2 samples that you really dislike.

Describe what specifically about the writing you do not like. What is offensive about it? How do you react to it? What might make it better? What choices did the author make that don’t appeal to you? How can you avoid the elements of this writing in your own?

Prompt THREE: Awesome, Engaging, Interesting: Writing I LOVE!!!

Suggested Completion Time: the earlier the better!

We read things all the time that we love. As you consider the writing in your life (see above for just SOME of the possibilities), find 2 manageable samples that you really like. Describe specifically what you like so much about this writing. What makes it so good? What effect does it have on you? What choices did the author make that have such a desirable effect on you? How can you incorporate the elements of this writing into your own?

Prompt FOUR: Writing I like from ENG 102

Suggested Completion Time: any time is ok

We read things in our courses that we *might* like ☺ (at least a little). Think about all the texts we’ve read in this course—Carr, Weisman, the essays you write or those of your classmates. Find one manageable part of one of these texts that you really like. Describe specifically what makes this portion of writing so good. What choices did the author make that have such a great effect on you?

Prompt FIVE: Process Dialogue

Suggested Completion Time: while you write the rebuttal, exploratory, or research essay

We all have a writing process that we can describe. But what happens in our minds when we sit down to write an essay often goes unnoticed and unrecorded. In any writing session for any of the major papers, take some time to note in some way (for example, write notes with a pencil, open another word document, videotape yourself, record yourself, take photos, draw, etc. etc.) your thoughts, feelings, musings, concerns, distractions, etc. *as* you are writing the paper. You might take notice also of your what your body is doing (swaying to music, looking out the window, chewing a pencil, drinking coffee, sweating, etc.), what your fingers are doing (typing fast, hard, erasing a lot, getting on facebook, etc.), where your thoughts are going.

Prompt SIX: Writing Process Revisited

Suggested Completion Time: you gotta wait for it on this one; leave it for last

You began the quarter with a writing process. Take a look at what you depicted then. How have your experiences in this class changed your practices, changed the way you think about your practices, changed the way you think of yourself as a

writer, changed your relationship to writing, etc? Using a combination of visuals and words, describe your writing process now and how you now see yourself as a writer.

WRITING I LIKE—one

“Very few writers really know what they are doing until they’ve done it. Nor do they go about their business felling dewy and thrilled. They do not type a few stiff warm-up sentences and then find themselves bounding along **like huskies across the snow**. One writer I know tells me that he sits down every morning and says to himself nicely, “It’s not like you don’t have a choice, because you do—**you can either type or kill yourself.**” **We all** often feel like we are pulling teeth, even those writers whose prose ends up being the most natural and fluid. The right words and sentences do not come pouring out like ticker tape most of the time. Muriel Spark is said to have felt that she was taking dictation from God every morning—sitting there...**typing away, humming. But this is a very hostile and aggressive position.** One might hope for bad things to rain down on a person like this.”

--Anne Lamott, “Shitty First Drafts”

One of the main reasons I liked this chapter in general was the way that Lamott depicted the writing process—I found myself identifying with her and I really identified with the feelings and experiences about writing. I picked this part because it shows how she’s building that identification. One way is through the use of similes like, “huskies across the snow” and “pouring out like ticker tape.” These evoke strong images that make the prose interesting and vivid. I also can identify because Lamott uses pronouns like the above, “We all often feel...”—she’s showing that all writers struggle with writing, professional *and* novice writers. My favorite thing about this is that it’s *funny*. When Lamott describes Spark as having a really easy time with writing, she characterizes Spark’s quiet and uncharacteristic ease with it being a “hostile” position. This is funny because it’s the opposite of our expectations. This also builds identification, as here Lamott is pushing Spark and the *very* few writers for whom writing it easy to the ‘out-group.’

It’s hard to know how I could apply this to my academic writing because the best thing about it is its humor and academic writing isn’t supposed to be funny. But the way that Lamott builds identification with her reader would be good to bring to essays where I am trying to persuade readers to my side.

Writing Reflections....

What were the challenges of writing this essay?

What got in your way in trying to write this essay?

DISCUSSION BOARD POST:

We often think about process as brainstorm, plan, write, & revise. But what goes into the actual process of producing an essay is much more complicated (and frustrating!). So to investigate these steps, write instructions for “How to write an essay like me.” The goal is to include as MANY steps as possible.

e.g.

How to write an essay like HANNAH—

a step-by-step guide:

1. Realize that you have to write an essay
2. Study the assignment sheet well in advance of the due date and feel proud of being on top of things
3. Remember throughout the following days that you should be thinking about that essay
4. Write down “ESSAY!” in your planner. Repeat. But don’t *actually* do anything.
- 5.....
- 6.ETC!

Writing is a process; there is always something more we can do. Even papers that score high marks can be substantially improved. Thus, I am presenting you the **OPTION** to engage in a revision process on the Rebuttal Essay. You are not required to take part.

Many times instructors just give a certain amount of time to revise and then the essay is re-graded for hopefully better results. My revision process for this paper is different.

This revision process is focused on discussing your writing and reflection rather than just producing a different final product.

- 1) **CONFERENCE** with me about the comments and your drafting process
Set up a meeting with me (10 minutes or so) in office hours or by appointment. For this conference you will review the draft and my comments and prepare questions. We will discuss some of the major areas of concern and decide together **ONE** major issue to revise.
- 2) **ONE MAJOR ISSUE Revision**
After the conference, you will do the revision we talked about—e.g. revise the thesis and topic sentences, correct sentence level errors, craft transitions between each paragraph, develop analysis of Carr, etc. You're not necessarily correcting *everything*, just the revision plan that we've decided you want to work on.
- 3) Write a 1-page **REVISION REFLECTION** (250 words):
In a reflection-letter format, you will respond to your experience in this revision process: what did you learn about yourself as a writer? What did you learn about your writing process? What are you going to do differently in your next piece of writing?
- 4) Quick **CONFERENCE** again
After your revision and reflection is complete, you will set up another meeting time with me to talk about your revisions. You will turn in the graded Rebuttal essay, the revision, and the reflection at this conference.

You will have until **FRIDAY, MAY 22** to complete *all of* these steps.

If you complete all of the steps satisfactorily, up to **5 points** will be added to your Rebuttal essay score.

Doesn't sound like many points, you say?

5 points on this essay is a whole letter grade.

Meeting with me, talking, and thinking about your writing will likely raise your scores on the rest of the essays
5 points in this class is about 2% of your final grade and could be the difference between a + or -.

I recommend that *everyone* take advantage of this opportunity, but again it is *not* required.

There will not be any options for revising the Exploratory Analysis or the Research Paper.

Remember, I am *always* available to conference.

RESEARCH STEPS—Instructions

ENG 102

These steps are designed help you develop the Exploratory Analysis and the 7-9 page research paper. Hopefully your research project will be an extension of your Exploratory Analysis. For a description of the Exploratory Analysis see p. 177 in the Student Guide. For a description of the Research Paper itself, please see p. 188.

You will complete 5 research steps and turn them in on the following dates:

- EP ONE: Research question, due **Wed. April 29th** (hard copy, in class) ST
- EP TWO, Annotated Bibliography, due **Mon. May 4th** (hard copy, in class) ST
- EP THREE, Interview/Survey/or Other, due **Mon. May 18th** (hard copy, in class) ST
- EP FOUR, “Outline”, due **Fri. May 22nd** (hard copy, in class) ST
- EP FIVE, Research Reflection, due **Fri. June 5th** (in Research Portfolio) ST

Each step will be commented on and graded; each step is worth a possible 10 points. I consider these working documents; that is, I expect that they will change even after they are graded as your project changes. Please *handwrite* or type changes to reflect how your project changes and grows. The working copies of these documents need to be saved and put in the Research Portfolio due on the final day of the course. Each step is a required part of the portfolio (along with the final version of the research paper and a copy of the Exploratory Analysis) but the steps are *not* counted in the Portfolio grade (the steps, worth a total of 50 points is a separate grade from the research paper portfolio, worth 100 points).

STEP DETAILS:

Step One, Research Question (due Wed. Apr. 29th):

See p. 190 of the Student Guide for assignment instructions and p. 201 to see the sample. This will be the topic/problem/debate, formulated here as a question, that you will research for the exploratory analysis (and the you will research at our class library day). This question MAY change as you start your research; should your question change, just write the new question on this document.

Step Two, Annotated Bibliography (due Mon. May 4th):

See p. 193 of the Student Guide for assignment instructions and p. 202-203 for the sample. Five sources need to appear on this annotated bibliography—at least three need to be from the library (databases, or library book catalog).

AFTER YOU COMPLETE THE RESEARCH QUESTION AND ANNOTATED BIB, YOU WILL WRITE THE EXPLORATORY ANALYSIS (draft due W, May 13th and final draft due F, May 15th [via digital dropbox])

Step Three, Interview/Survey/or Other (due Mon. May 18th):

You will choose *one* of these options. Choose whichever option seems most appropriate for your topic. Some topics may not be conducive to conducting a survey nor an interview, in which case you can choose “Other.”

SURVEY p. 196, p. 203-5	INTERVIEW p. 194-5	OTHER—more sources
Write a survey and submit to at least 25 people—collect and count the results, record them on a copy of the survey—write a paragraph about how you might (or not) use the results in your paper	Write 8-10 questions—ask questions of person you’ve chosen to interview—record their responses (very carefully and accurately!)—write a paragraph about how you might (or might not) use the responses in your paper	Decide that an interview or survey wouldn’t be relevant to your research—find four additional sources and put them on your annotated bib—write a paragraph explaining why data from an interview or survey isn’t relevant
TURN IN: completed surveys + compiled results + paragraph	TURN IN: List of questions with recorded responses + paragraph	TURN IN: 4 additional annotated sources + paragraph

Step Four, “Outline” (due Fri. May 22nd):

See p. 198 in the Student Guide for the assignment details and p. 205-206 for the student sample.

This step is more flexible than indicated, as I think many writers have a difficult time producing such an exact plan before they have written the paper. So feel free to follow the sample in the Student Guide, but also feel free to make a more general plan (i.e. one that doesn't plan out paragraphs, but a series of ideas), or an outline with quotations, a detailed web, a (literally) cut and pasted version of your exploratory analysis with the additions you're adding, etc. What I'm interested in seeing is your "plan" for the research paper as you've thought it out as completely as possible. Please choose whatever form is most comfortable and whatever works best for you.

Step Five, Research Reflection (due Friday, June 5th):

See p. 200 in the Student Guide for instructions.

CHOOSE ONE of the listed questions (1-6) to respond to. Reflections should be approximately 500-600 words.