[ENGLISH 102][Fall 2021][the blueprint.]
[UNIT 1]

- **"Literacy, Discourse, and Linguistics: Introduction" (Gee)**
  - [**"Satirizing 'code-switching' on screen" (Newsy)**](#)

- **"Intertextuality and the Discourse Community" (Porter)**
  - [**"Every is a Remix Remastered (2015 HD)" (Kirby Ferguson)**](#)

- **"Reading and Writing Without Authority" (Penrose and Geisler)**

- **"Should Writers Use They Own English?" (Young)**

- [**"Grit: the power of passion and perseverance" (Duckworth)**](#)
  - [**"The Limits of 'Grit'" (Denby)**](#)

- [**"Letters To An Editor" (Excerpt) (Carver)**](#)
- [**"Raymond Carver's Life and Stories" (King)**](#)

[Project One: Discourse Communities, Intertextuality, and Authority]
[Context]
Composition II has begun with a series of readings intended to provoke thought about how we might better understand our participation in rhetorical situations. More specifically, the texts have asked us to consider our memberships in discourse communities, the ways in which intertextuality influences these communities, and how authority is expressed within them. Having fully engaged with the concepts within these readings, we should all feel emboldened to recognize that as writing students we each have a seat at the academic table, and as such we can all read and write with authority.

[Prompt]
In the space of at least three pages, craft an essay that establishes a position in response to the theory readings that we have explored so far. To join the conversation of these texts, your essay should provide an evidence-based discussion that clearly articulates what you think (and feel) about the concepts at hand *and* how they are presented by Gee, Porter, Penrose & Geisler, or Young. To this end, the essay should explicitly refer to specific moments from two of the selected readings, explain the authors' intended meanings, and provide your own [reaction/interpretation/understanding] as well.

To effectively engage in conversation with the texts and ideas, please establish a position that responds to the question: *What does academic writing look like to you?* Your response to this question can be exploratory and formative, but it should also be nuanced and thoroughly considered.

[Steps to Submission]
Step One: Submit at least one and a half double-spaced pages of your essay. While outlining/brainstorming is strongly encouraged, please do not submit notes or other pre-writing for this step; submit prose so that you can get started on the project and I can give you some preliminary feedback!

Step Two: Submit a full draft – I will give you feedback as soon as I can!

Step Three: Submit the final draft. Before completing this step, please take all feedback offered under advisement, and adjust accordingly.

- **"Research Starts with a Thesis Statement" (Wierszewski)**

- **"Create a Research Space (CARS) Model of Research Introductions" (Swales)**

- ***Web Literacy for Student Fact-Checkers. . . and other people who care about facts* (Caulfield)**
  - o **"IV. Read Laterally"**
    - ▪ **"What 'Reading Laterally' Means"****

[Project Two: Inquiry-Driven Research Paper]
[Context]
Having first successfully embraced our own agency as active participants in rhetorical situations, we then ventured further into the realm of academic research. Having read Wierszewski, Swales, and Caulfield, we now know that the most fruitful research employs a broad perspective, open-ended inquiry, and an eye discerning enough so as to differentiate between that which will (and will not) be useful for the project at hand. As such, we are absolutely primed to begin our own inquiry-driven explorations.

[Prompt]
For this project, you will write an essay that explores a topic that is of particular interest to you (academically, professionally, personally, or otherwise). Whereas the topic of the first project was assigned to you, in this essay you are being asked to **choose** the topic. Although you have quite a bit of freedom in regards to what you choose, something that is genuinely interesting to you (such as something related to your major) will likely inspire the work that must be completed. If you are currently undecided on a major (or simply want to explore something else), feel free to locate another topic that you find interesting.

The first part of this project will require the submission of a **proposal** written in paragraph/prose form (as opposed to an outline) that details the "territory" described by Swales. (The territory, as you recall, is the area of interest for your research and the specific discourse community or academic community for whom you will be making a contribution.) This proposal should be primarily **inquiry-driven**, meaning that there are more questions about the territory than answers. At this stage, research has not yet been done, as our readings and discussions have illustrated the value of beginning with questions.

The second part of this project will require submitting **an essay** (aimed at a specific academic audience) that develops an inquiry, researches a territory, and establishes your voice by **making a contribution to this topic**. By "making a contribution," it does not mean that answers to questions have to be provided (although they may be), but that **a particular topic is explored from your perspective** so as to reveal unique insights to your audience. These insights will be crafted by synthesizing your perspectives and other voices as well.

You are required to find **at least three (3) sources** (e.g., journal articles, book chapters, podcasts, and so on) and incorporate them into your paper. At least two (2) of these sources must come from the Healey Library's UMBrella database and must be text-based. (The other source can be found elsewhere.) While you are free to reference any of the texts we have read for class, they will not count towards the research-requirement.

During the writing process, use Swales' CARS model as a guide (more on this below).

*Examples for Topics:
- A student who is pursuing a history degree and is especially interested in race relations in America may choose to explore the topic of Black liberation in the post-Civil Rights movement era. This student could use some of the following questions to guide

them in their research: What were the circumstances that led to the Civil Rights movement? What were the results of this movement, and how were Black Americans impacted? Which policies promoted towards the end of the 20th century aligned with the goals of the Civil Rights movement? Which promoted policies did not align with (or actively worked against) the aforementioned goals? How are modern movements — such as Black Lives Matter — related to earlier, historic moments? (So on and so forth.)

- A student considering pursuing a career as a teacher may choose to explore the ways in which education has been impacted by the COVID-19 pandemic. This student may decide to research the stress that has been experienced by educators as the pandemic was declared, forced school shutdowns, and then persisted long enough for schools to be required to adapt in some drastic ways. This student could use some of the following questions to guide them in their research: Are teachers working more hours so as to adapt to the pandemic? Are there mental health support programs for teachers dealing with the new environment? How has the pandemic impacted teacher-retention — are more educators leaving the profession? How have teachers' unions reacted to this new scenario? (So on and so forth.)

** These are just two examples — make sure to choose a topic that is genuinely interesting to you. With that said, notice that in both of the examples offered there is an emphasis placed on asking important question. This is an inquiry-driven paper, and this means that you should **start with open-ended questions** that will serve as a vehicle for driving the research. If questions that you care about are developed, this paper will end up being much more fulfilling (and enjoyable)!*

[Steps to Submission]
Step One: Complete and submit a proposal of at least one and a half pages.
Your inquiry-driven proposal can include some of the following:
- What about this topic interests you? Why use this as the basis for an English 102 paper?
- What questions, concerns, doubts, or general inquiries do you have about this topic?
- What do you want to know about this topic?
- What approaches are you considering for exploring this topic?
- What do you expect to find during the researching of this topic?
- What specific academic audience (i.e., discourse community) would care about this topic?

Step Two: Complete and submit working sections of your paper as journal entries.
This paper will not have a formal first draft submission, as research-based writing is most impactful when conducted in a recursive, reflective manner. As such, smaller sections of the writing will be submitted during the research, writing, and revision process.

Step Three: Complete and submit a final draft of at least five full pages.
This essay should contribute to the topic at hand by presenting both well-researched material and unique insights. The final draft must also provide a works cited page for each source used.

[RESEARCH PAPER BREAKDOWN]
[via SWALES' CARS MODEL]

INTRODUCTION

➢ **Establish your territory by:**

- *Claiming centrality*
- *Making topic generalizations*
- *Reviewing previous items of research*

➢ **Establish your niche via inquiry**

Doing this work means your introduction is a section of your draft, rather than just the first paragraph of your draft. Therefore, use as many paragraphs as you see fit for executing these moves. (An introduction that is approximately anywhere from 3/4 of a page to 1.5 pages is satisfactory for a paper of this length. Refer to the Swales text for guidance.)

INQUISITIVELY-DRIVEN BODY PARAGRAPHS

In the body paragraphs, spend time exploring your niche, using your research to do so. This work requires you pose questions, introduce your sources, explain key concepts/data from your sources, apply that source material to your questions, and then raise a new question that you investigate with another source.

CRAFT A "WHERE-TO-NEXT?" CONCLUSION

The final paragraph of the essay should focus on speaking to one question — *Where do you want to go next*? At the end of the essay, identify new inquiries that build from what you have offered thus far. What is still on your mind? What are you still curious about? What are some related questions that others might want to explore? Remember, academic writing is a matter of knowledge-building, and as such we must also point towards the next steps that may follow.

[ASSESSMENT]

Your essay will be evaluated on the following criteria:

Establishing a Territory and a Niche

Essays that demonstrate successful apprenticeship into the discourse community will:

- Explicitly **claim centrality** and make succinct and relevant **topic generalizations**
- **Review previous items of research** by effectively summarizing at least **3** different, relevant scholarly sources
- **Establish a clear niche** with a focused, motivated inquiry question (or two!)

Occupying a Niche

Essays that demonstrate successful apprenticeship into the discourse community will:

- Utilize at least **three scholarly sources** (journal articles and/or book chapters)
- **Orient their readers** to each scholarly source by including the names of the authors and the article or chapter titles.
- **Integrate well-chosen direct quotations** of material -- or apt paraphrasings
- **Explain cited material** in an easy-to-understand manner
- **Meaningfully engage with the source material** through any of the following methods:
  - Explaining how the source material helps you make sense of an inquiry
  - Thinking about the significance or implications of the source material
  - Challenging, questioning, or critiquing the source material
  - Synthesizing the source material with another source
  - Discussing the limitations of the source

Making Effective Audience-minded Rhetorical Choices

Essays that demonstrate successful apprenticeship into the discourse community will:

- Include a well-chosen **title** (and perhaps subheadings)
- Utilize clear, deliberate inquiry-based **transitions** that keep readers on track
- Utilize strategic "**engagement**" **moves**
- Finish with a **conclusion** paragraph that succinctly reminds the reader what's been established and:
  - indicates what the reader should do with this information and/or
  - reveals what remaining questions await future researchers to answer them
- Include a well-formatted **Works Cited page**
- Is generally **free from proofreading errors**

[UNIT III]

- **"Genres are Enacted By Writers and Readers" (Hart-Davidson)**

[Project Three: Genre Remix Proposal]
[Context]
Having submitted an inquiry-driven research paper, you have already contributed to an ongoing conversation in a particular discourse community. However, throughout your life you will be called upon to share your insights in a variety of ways, which will require you consider your ideas from a multitude of angles. After all, different rhetorical choices are more effective for different rhetorical situations. Writing a cover letter for a job application that connects your skills to the position may help you get an interview; with that said, the interview itself will require you to exercise different rhetorical muscles. Texting a significant other an apology may help calm stormy waters, but a follow-up discussion is likely necessary. Submitting a lab report without all of the required sections may undermine all of the work you did to attain the data included in the report.

This final project is an opportunity for you to explore a new genre and then imagine what it would be like to write in it.

[Prompt]
For this project, you are going to work with your inquiry-driven research paper (from Project Two) to craft a proposal for exploring this topic in a different genre. This writing will address the prospect of sharing your insights with a different, non-academic audience, and as such you will have to explore what you would need to rhetorically consider before creating this remix of your second project.

Note – this project is just asking for a proposal of what you would need to consider if hoping to remix your inquiry-driven research for a new genre. In other words, you are not required to actually create a text in this new genre.

[Steps to Submission]
Step One: Explore the remix
- Identify a new, non-classroom audience that could benefit from learning about your topic.
- Determine which genre is best suited to reach that audience.
- Carefully consider the needs of your target audience and the conventions of your chosen genre.
- Learn about the conventions for composing in that gene by studying artifacts of that genre.
    o You will need to reference **at least two artifacts** in your proposal.

Step Two: Writ e and the proposal of at least three full pages!
- Propose how you could remix the inquiry-driven research paper into a new form.
    o Explain what you would do in order to remix the paper to best meet the needs of your new target audience.
    o Consider addressing the following questions in your proposal:
        ▪ What would you do differently in this genre as opposed to what you did in Project Two?
            • What would you take out? What would you leave in?
        ▪ Why is addressing this particular target audience with this new genre helpful?
            • How (or why) would the non-classroom audience be more primed for this remix-genre?
        ▪ What genre conventions did you notice when you studied your artifacts?
            • What opportunities do these conventions provide that were not available when writing your original research paper?
        You are not limited to these questions – feel free to address any/all other relevant questions that arise.

    o Make sure to include a works cited page for all sources used.

Step Three: Present the proposal in class!
- We will spend time in class taking turns to describe the work we have done for this third project!
- Each class member will get an opportunity to give a brief presentation which details the work done for Project Two, the remix-genre explored, and what the proposal offered for Project Three describes.

[ASSESSMENT]
Your essay will be evaluated on the following criteria:

INTRODUCTION

Well-crafted proposals will have an introduction that:

- Establishes the target audience and the genre. It should also establish why addressing the audience in this particular genre would be appropriate.
- Establishes why this particular audience would benefit to learn about your topic.
- Provides a clear pathway (roadmap) to the rest of the proposal. (Ex: In this proposal, I first ... Then I... Finally, I conclude the paper with...)

BODY PARAGRAPHS

Effective body paragraphs will:

- Reference at least two artifacts of your chosen genre as support to your rhetorical analysis.
- **Orient their readers** to each source by including the names of the authors and the article or chapter titles.
- **Integrate well-chosen direct quotation**s of material -- or apt paraphrasings/summaries.
- **Explain cited material** in an easy-to-understand manner.
- **Meaningfully engage with the the artifacts** by:
  - Explaining how the source material helps us see the conventions of your chosen genre.
- Carefully support your claim that addressing the audience in this particular genre is appropriate.

Making Effective Audience-minded Rhetorical Choices

Essays that demonstrate successful apprenticeship into the discourse community will:

- Include a well-chosen **title**
- Utilize clear, deliberate inquiry-based **transitions** that keep readers on track
- Utilize strategic "**engagement**" **moves**
- Finish with a **conclusion** paragraph that succinctly reminds the reader what's been established in the proposal.
- Include a well-formatted **Works Cited page**
- Is generally **free from proofreading errors**