

J. Ruggles.
Traction Wheels.

No 1.

Patented Jul. 13 1836

Fig. 1.

Fig. 3.

Fig. 2.

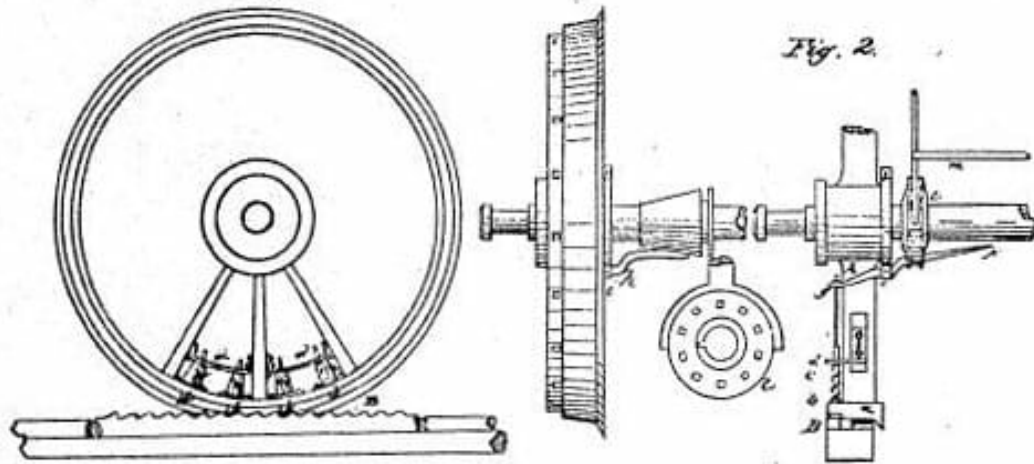
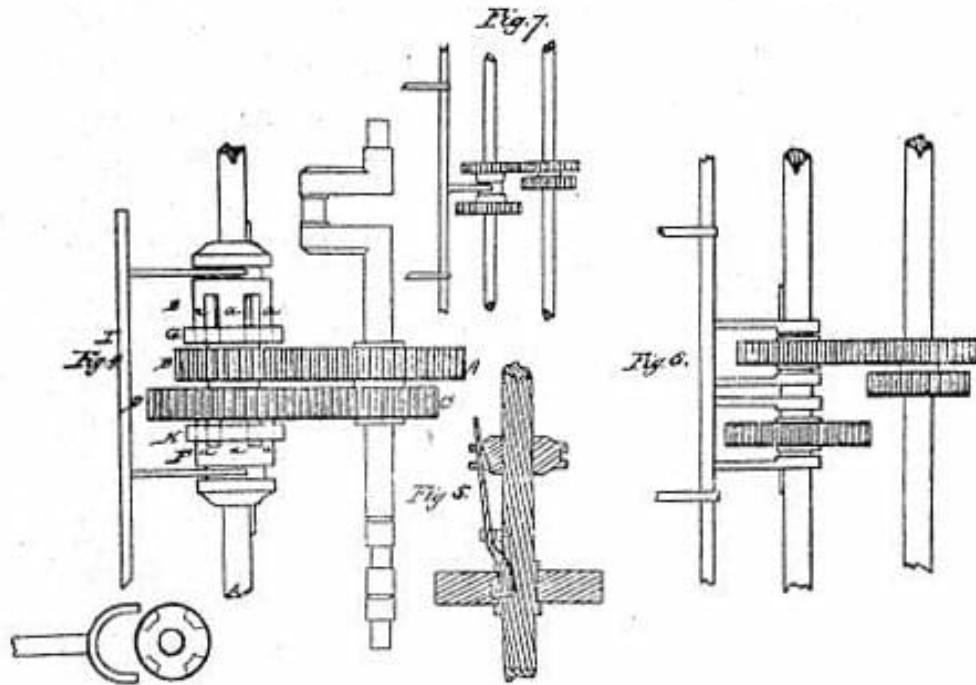


Fig. 7.



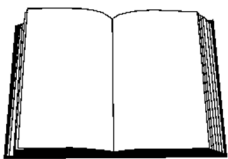
ENGLISH 1123: Composition II

Course Bundle

Written by Elizabeth Brissey, Auburn University

ENGLISH 1123 At a Glance:

Welcome to ENGL 1123-004 Composition II. Composition II is designed to familiarize students with the rhetorical principles, textual practices, cultural expectations, and critical habits of mind commonly associated with academic research writing. The course specifically provides a setting within which students will learn and apply conventions of scholarly inquiry, analysis, argumentation, and prose style; propose and complete a substantial research project that increases in length and complexity throughout the semester; use expert sources correctly and with rhetorical finesse; and craft arguments that take a position within scholarly conversations.



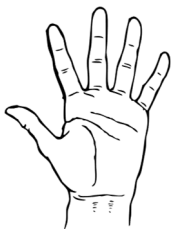
The Course.....

Course Name: English 1123-004 Composition II:
Academic Research and Writing

Semester: Summer 2020
May 20th – July 31st

Meeting Time: Asynchronous

Meeting Location: N/A



The Instructor.....

Name: Mrs. Elizabeth Brissey

Email: eds0025@auburn.edu

Office Hours: MW 1pm-2pm and by appointment

Office Location: HC 0316R / Asynchronous



The Necessities.....

Text: Booth, *The Craft of Research*, 4th Edition
Misc. Readings (access through Canvas)

Tech: Email Address, checked regularly
Access to MS Word
Canvas + Notifications turned on

Contents

Important Information

Accessibility Statement

Course Goals

Assignment Submissions and Late Work

A Note About Email

Communications

Academic Honesty

Early Alert Grading

Attendance and Punctuality

Miller Writing Center

Cell Phones, Texting, and Other Things

Withdrawal from the Course

About Me

Contact or Meet with Me

Diversity Statement

Other Commonly Addressed Issues

Grades and How You Earn Them

Assignment Breakdown

Major Assignments

Minor Assignments

Discussion Board Instructions and Rubric

Rubric for Journals

Projects

How to Make a Research Paper

The Banned Topics List

Exercise I

Paper I

Exercise II

Paper II (Outline)

Exercise II

Essay III

Remix Project and Rubric

3 Minute Thesis Project and Rubric

Memo for Writing Groups

Journal One Assignment Sheet

Course Calendar

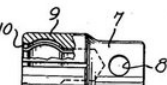
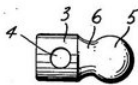
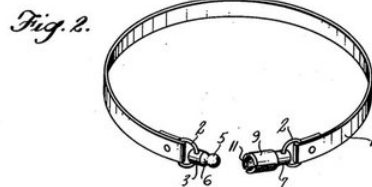
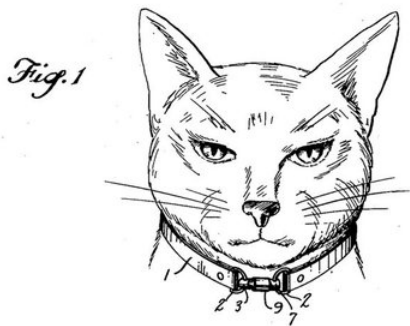
Important Dates

Weekly View

Sept. 30, 1952

W. J. COLLINS
CAT COLLAR

2,612,139



INVENTOR.
WILLIAM J. COLLINS
BY
Raymond, Brook & Christensen
ATTORNEYS

March 21, 1967

H. E. LOWE, JR
SANITARY CAT BOX

3,310,031

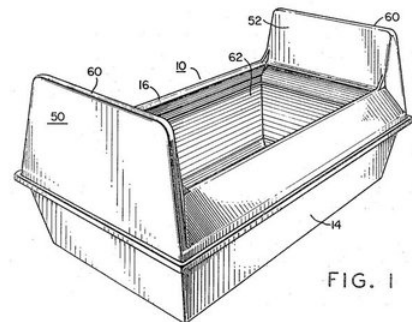


FIG. 1

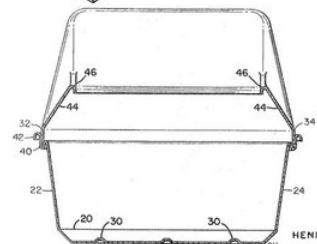
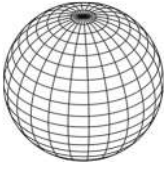


FIG. 6

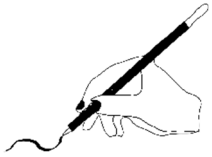
INVENTOR.
HENRY E. LOWE, JR.
BY
M. A. Hobbs
ATTORNEY

Important Information:



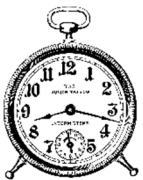
Accessibility Statement: Students who need accommodations must submit their approved accommodations electronically through AU Access and make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit their website.

Course Goals: At the conclusion of the course, students enrolled in English 1120 should be able to:

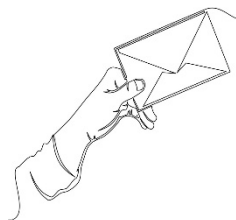


- Recognize and apply conventions of academic research writing
- Read, comprehend, and methodically analyze scholarly research genres
- Develop a coherent research project based on a relevant subject area
- Craft arguments that can be positioned within scholarly and public debates
- Compose inquiry-driven essays that incorporate multiple secondary sources
- Locate, cite, and document sources in keeping with academic citation styles
- Employ a voice, tone, and level of formality appropriate to audience expectations
- Use digital media reflectively and for a variety of reading, writing, and research activities.

Assignment Submissions & Late Work:



- All assignments will be due on the day and time specified on Canvas
- For each calendar day a paper is late, 10% of grade will be reduced.
- The course instructor will provide students with additional information about all assignments in class and through Canvas.
- Synchronous work cannot be made up (though it can be completed remotely).
- Revisions will not be offered except in the event of extenuating circumstances.
- I do accept late work for partial credit. If the date for turning something in has passed, please e-mail the assignment to me, along with a short description of the document attached. All missing assignments are scored as “0” until late work is submitted, regardless of whether an extension has been granted.



A Note About E-Mail:

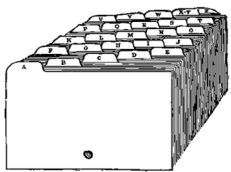
Ask questions to me, your classmates, and the internet. You are not expected to understand everything we do immediately, and there are no stupid questions. HOWEVER, you **SHOULD** exhaust your other resources before emailing me for minor questions, such as formatting issues or citations.



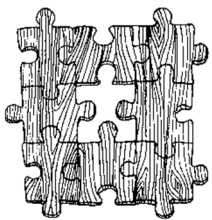
Communications Students should stay in communication with the instructor, particularly as it relates to the student's academic needs. Students who require help, modifications or information should contact the instructor as soon as the need arises. It is the student's responsibility to ensure that they are up to date with the functions of Canvas and the material that is posted there. I encourage all students to ensure that notifications are turned "on" on your mobile devices to ensure that you stay in the loop.



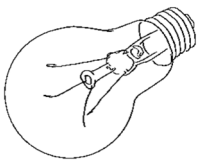
Academic Honesty: All regulations outlined in the Auburn University Student Academic Honesty code (http://www.auburn.edu/student_info/student_policies/) will apply to this course. In particular, we will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.



Early Alert Grade Syllabus Statement: You will receive an "Early Alert Grade" one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. If your Early Alert Grade is a "D," "F," or "FA," you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the "tiger i" tab, selecting "Student Records," and opening the "Midterm Grades" window from the drop down box. If the grade appears inaccurate, please contact the instructor.



Attendance & Punctuality: Students enrolled in this course will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, doctor's visit—you must provide verification to the course instructor, in writing, no later than *one week* after the absence occurs. Regarding punctuality, every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence.



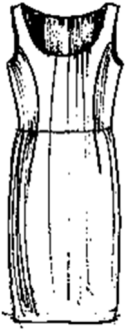
Miller Writing Center: The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together.



Cell Phones, Texting, & Other Things: We will discuss standards of participation and etiquette as a class and determine what counts as acceptable classroom behavior for university students. As a general rule, however, you should plan to attend class (if it is a synchronous or in-person class), take an active role in discussions, collaborate with and show respect for your classmates and instructor, and contribute to a productive learning community throughout the semester. For further information, students may also consult the AU policy on classroom behavior.



Withdrawal from the Course: No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a "W" (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a "W" after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student's immediate family). When approval for dropping the course under such circumstances is granted by the student's dean, a "W" may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of "WF" (Withdrawn Failing) will be assigned.



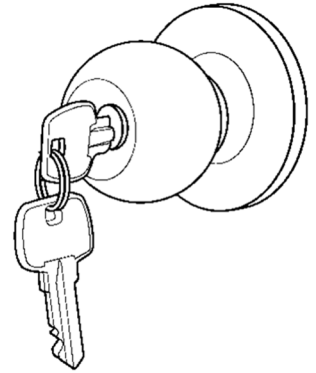
About Me

I am Elizabeth Brissey, and welcome to Composition II. I received my undergraduate degree and teaching certification from Francis Marion University and my master's degree from Auburn University. I am currently a Ph. D student here at Auburn, where I teach, learn, and serve as Project Manager to 18thConnect.org. My research interests include Medieval and Early Modern science, material culture, and book history. If you would like to know more about me, you can visit my website at edbrissey.com

Contact or Meet with Me

Want to meet? We can get together digitally to discuss anything you would like, from research consultations and quick questions to more pressing concerns. There are a lot of ways to talk to me on Canvas:

- Post a question in the FAQ discussion board
- Post a question to our course chat
- Email me at eds0025@auburn.edu
- Come to my office hours every Monday and Wednesday from 1pm-2pm (digital office hours via Canvas)



Diversity Statement

Composition courses at Auburn University will prepare students to recognize the conventions of writing for English-speaking universities, and how to employ audience-oriented strategies of writing and meaning-making. Language and language use are strategic and stylistic choices made by writers. Linguistically diverse writing that does not correspond with English- Only models are not only welcome, but are viewed as valuable and innovative contributions to the writing process. Students have a pronounced and sovereign right to access, employ, and experiment with their inherited and learned languages when speaking and writing for the classroom and beyond.

This class will not only examine language use as a valuable strategic writing practice, but as a composing process informed by racial and cultural membership, knowledge, and lived experience(s). On that same note, this class will examine the codeswitch—when, where, how, and to what ends linguistically diverse writing and speech are employed, especially when code-switching is employed to maintain safety or gain access to spaces rendered off-limits. Students can expect to read and discuss linguistically, racially, and culturally diverse writing. Selections on the syllabus include Black, Brown, and Indigenous writers, multi-lingual writings, translingual writings, and writing from otherwise disenfranchised or underrepresented individuals.

Other Commonly Addressed Issues

Revisions: I do not accept revisions done to major assignments except in very extreme circumstances. Please contact me immediately if you feel you need the opportunity to revise.

Extensions: You may request an extension 36 hours before a deadline. Extensions are not offered for small assignments, and they are extended at the sole discretion of the instructor.

Missing Work: Missing work will be assessed a score of "0" as soon as the deadline for assignments has passed. It will remain a "0" until the assignment is turned in.

Planned Absences: If you know in advance that you will be absent, let me know as soon as possible. If you are attending an asynchronous online class, attendance is not taken.

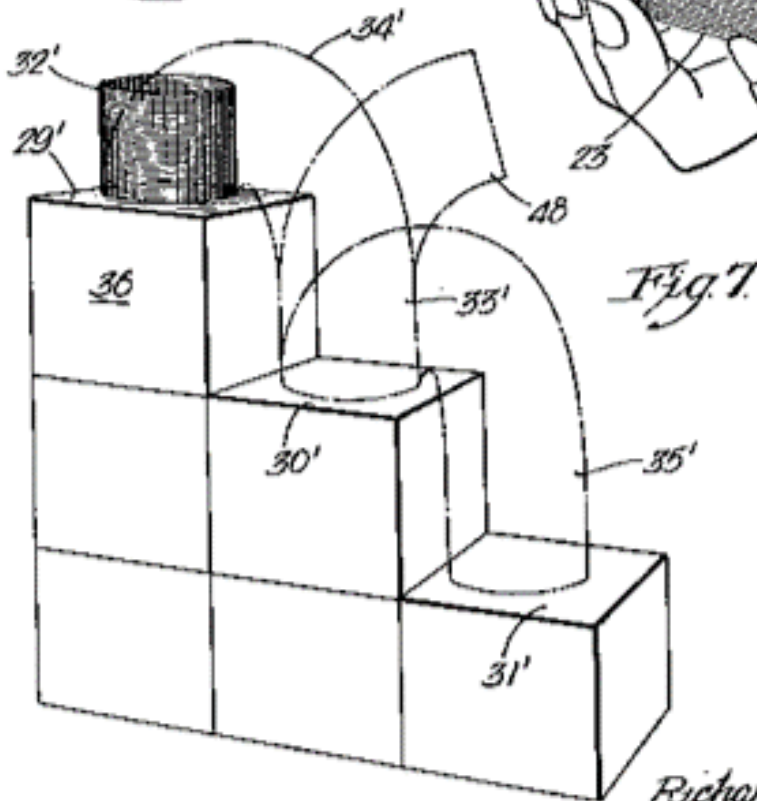
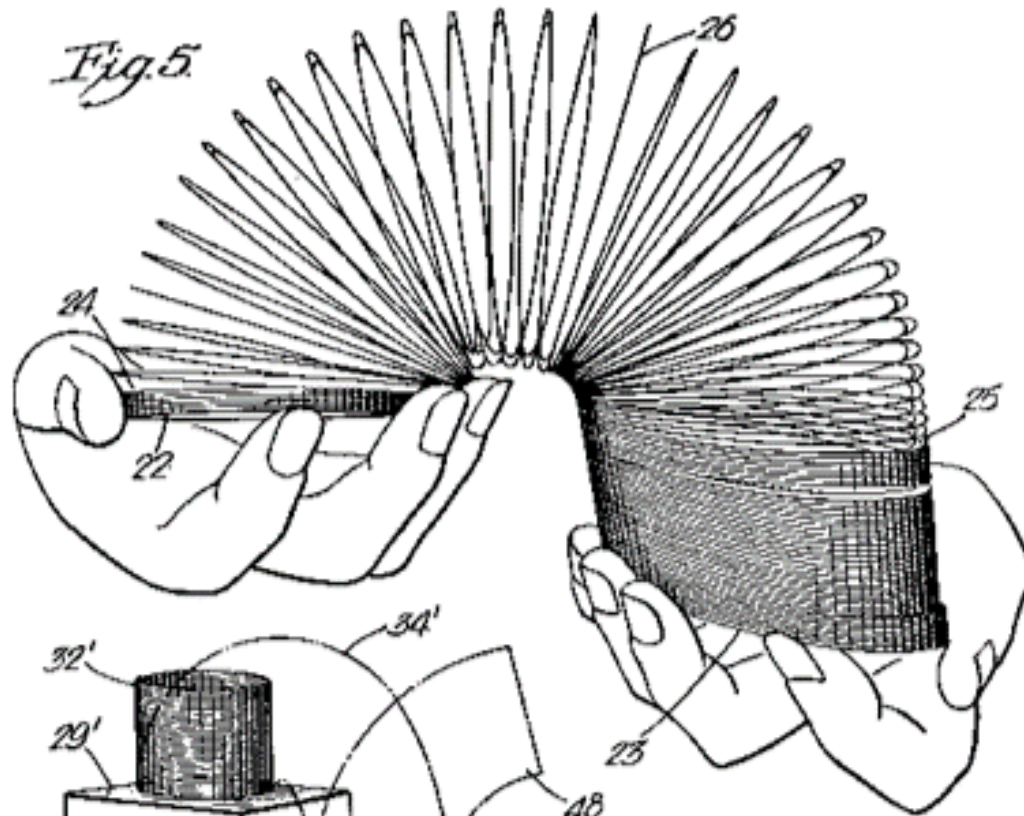
Family Emergencies: If you encounter a family emergency that will impact your attendance or ability to meet the satisfactory requirements of this course, please let me know as soon as you are able. Emergencies happen, and I will do everything I can to ensure that you are able to continue your progress in this course.

Extra Credit: Extra credit is offered throughout the semester. It is not granted at the end of the semester to "bump up" a grade. Working with the Miller Writing Center on major assignments earns the student an extra point for each assignment, for a maximum total of 10 extra credit points per semester, to be distributed according to the student's wishes.

As stated in the memo, you can also choose to work collaboratively on assignments as peer pairs or peer groups. This does not mean that students are permitted to work together on the same topic. Instead, they should rely on each other for encouragement, proofreading, creative discussions, and other sorts of feedback. While extra credit is given for meeting only once per major assignment, I encourage students who form these groups to meet (digitally) as often as they wish. Often, this process will be highly recommended in the syllabus as a step before meeting with me for a conference.

Peer groups should meet for about an hour to share papers, trade feedback, and work collaboratively. To earn extra credit, peers should then compose a memo, e-mailed to me by both peers, describing the session and activities engaged in. Essentially, you should provide a report of what your meeting was intended to accomplish and how your group went about accomplishing it. Peer groups can and should meet for the assignments listed in the memo, and one point is awarded for each major assignment for which students meet. Students can earn an additional point for taking their paper to the Miller Writing Center. I must get confirmation from the Writing Center before I award the point(s).

Grades and How You Earn Them:

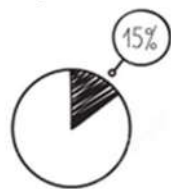


INVENTOR.
Richard I. James
BY
W. H. D. [Signature]
Attorneys

Assignments Overview

Major Assignments:

Students complete a variety of assignments throughout the semester. These assignments support academic research and writing that involves more than learning rules of grammar or formalistic conventions; they also require inquiry into the rhetorical and cultural expectations for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community. There are three major projects which culminate in an oral presentation and final exam project.



Project I: Starting the Inquiry

- Writing Exercise: Exploratory Investigation (1-2 pages)
- Major Assignment: Research Proposal and Bibliography (4-5 pages)



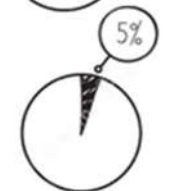
Project II: Focusing the Inquiry

- Research Paper Methods Focus and Update (2-3 pages)
- Major Assignment: Research Paper Outline (6-7 pages)



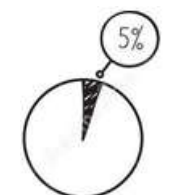
Project III: Completing the Inquiry

- Research Paper Analysis Focus and Update (3-4 pages)
- Major Paper: Argumentative Research Paper (10-12 pages)



Presentation: The 3-Minute Thesis

- Students will present the research they have completed, with particular emphasis on the arguments they developed in Project III AND submit at the conclusion of the semester. Presentations are not given during summer or asynchronous courses.



Final Exam Project: Remixing the Inquiry

- Students complete a project that builds on the work they have completed but “remixes” it into a genre or multimodal artifact that can be communicated to a non-academic audience. During summer or asynchronous courses, remix is 10% instead of five.



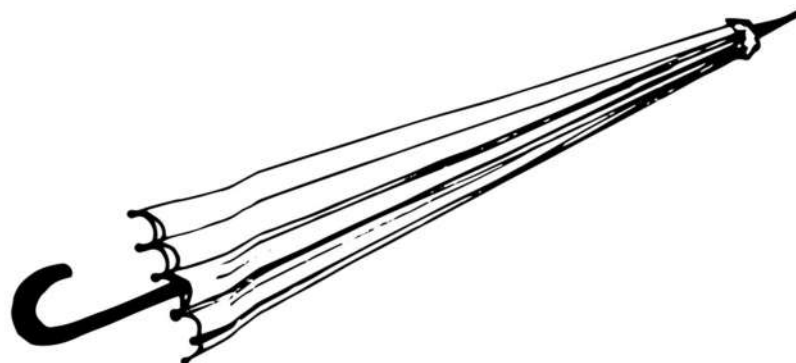
Smaller Assignments

- These smaller assignments are designed to help scaffold you as you pursue your writing goals. In general, they fall into 3 categories:
 - 1: Canvas Quizzes
 - 2: Discussion Boards
 - 3: Journal Entries

Discussion Board Instructions and Rubric

There will be discussion boards occasionally throughout the semester. These boards are our opportunity to collaborate on our work and get feedback from peers. They will often take the place of class discussion in an asynchronous class, and they may supplement class discussion in synchronous classes. Each time a discussion board is posted, you should respond to the prompt that is provided. The discussion board prompt will often ask you to synthesize readings related to research, composition, and/ or the course theme. You should aim for a substantial paragraph that demonstrates depth of thought and polish of writing. Once you have posted, you should respond to two other original posts. Response posts should demonstrate the qualities of good writing, and should engage the readers and posters with the larger conversations.

Criteria	N/A	F	C	B	A
Original Response Weight 50.00%	0 % No original response.	40 % Response does not address the question(s), uses concepts improperly.	60 % Relatively short response, conversational, does not use much information from the text or lectures, though does attempt to answer the question(s).	80 % Lengthy response to the question(s) posed, but answer is based more on personal feeling rather than argument or reference to the textbook or lectures.	100 % Your response should be at least a paragraph (5-10 well-constructed sentences) that responds to one of the questions/statements cogently and draws on either the student's own experiences or the concepts in the textbook and lectures, as appropriate. It is a soundly constructed response, demonstrating critical thinking and going beyond a surface-level response.
Reply Message(s) Weight 40.00%	0 % No reply message.	40 % Completely irrelevant comment clearly posted just to meet the quota.	60 % All responses are brief or lacking in additional information.	80 % Contents elaborate on an existing post with further comment or observation. Messages add additional information or new observations to the topic.	100 % Respond to two peers or more. Contents demonstrate analysis of others' posts and extend meaningful discussion by building on previous posts. Each response adds substantively to the topic, adding new observations or employing concepts from the text and lectures. It demonstrates a clear rationale for agreement or disagreement.
Grammar & Spelling Weight 10.00%	0 % Messages are not understandable	40 % Messages have more than 5 grammatical or spelling errors.	60 % Messages have 3-5 grammatical or spelling errors.	80 % Messages have one or two grammatical or spelling errors.	100 % Messages are grammatically correct with no spelling errors.



Rubric for Journals

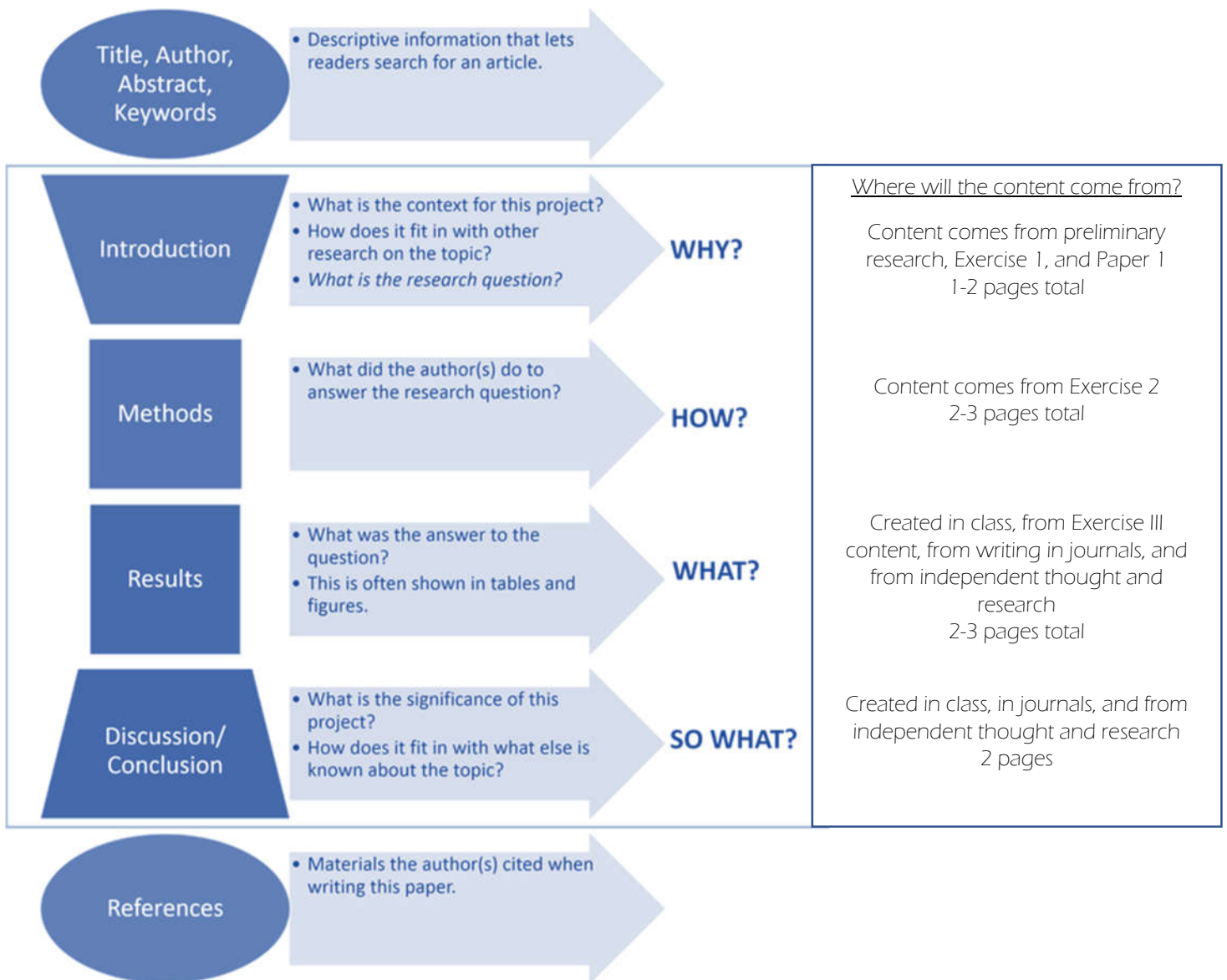
Refer to this for the traits of quality writing in the journal format.

- 5: Extensive, quality writing evidences depth and thought-provoking reflection while connecting to examples from the real world, novels, movies and/or other sources if applicable. These journal entries are very likely to be well-developed and longer. Writing on prompts tied to the current ideas being discussed in class evidence accuracy and breadth in exploring the reading for the day showing a depth of understanding the material.
- 4: Substantive, solid writing explores the prompts with “beneath-the-surface” thoughts and reflection while connecting to experiences and other sources. These journal entries are well-developed. Writing on prompts tied to the current topics being discussed in class evidence accuracy and familiarity with the material in exploring the reading for the day.
- 3: Often “medium” in length, these journal entries may vary in length from day to day, and often could go into more detail and delve deeper into the meanings beneath the surface of the prompts. Writing on prompts tied to the current topics being discussed in class evidence some accuracy and perhaps could show more familiarity with the material in exploring the reading for the day.
- 2: These entries are short and/or could spend more time exploring the prompts. There is definitely a need for more writing and attention to quality. Writing on prompts tied to the current topics being discussed in class suffer from a lack of accuracy in exploring the reading for the day.
- 1: Writing is very brief and hurried with little evidence of effort and/or quality. Writing on prompts tied to the current topics being discussed in class are off-topic or do not show familiarity with the material in exploring the reading for the day.

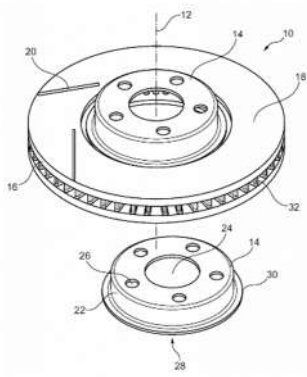


How to Make a Research Paper

This course is designed so that you are writing the research paper from day 1. Each exercise, journal, discussion board post, and paper is designed to build content for your final research paper. The goal is that, by the time you get to Paper 3, most of your research and structuring has already been completed. You can use this chart to help you connect all the parts of your research into a cohesive research paper. Please note that your paper does not need an abstract or key words.



The Banned Topics: An Overview



Like many people, students hear the large conversations that are happening in the news and the public forum, and they form opinions on these conversations that they would like to share. Issues like abortion, the deforestation of the rainforests, professional athletes kneeling as a political gesture, and gun control are hotly contested and they do not pose easy solutions. We continuously talk about these topics precisely because we have not quite figured out what to do about them yet.

But throughout my time here at Auburn, there are several essays I feel that I read over and over again. Students often wish to engage with these larger conversations because they feel strongly about an issue and wish to share their convictions. This presents difficulties almost immediately for student writers because their research practices and writing start out highly biased. Additionally, they create essays that potentially invoke the biases of the reader as well.

I began to create this banned topics list as way to push students into types of research that require more deep digging and nuance of thought.

Specific Banned Topics

- Deforestation, plastic pollution, rising ocean temperatures
- Gun control
- Social media usage
- Confederate monuments
- Abortion
- Separation of church and state
- NFL protests
- Refugees, undocumented immigrants, border wall, etc.
- Global Warming (as a general topic)
- Diets (south beach, keto)
- Do video games cause violence? (Spoiler: They don't)
- The electoral college
- Alternative healing/medicine
- Vaccinations
- Violence and music

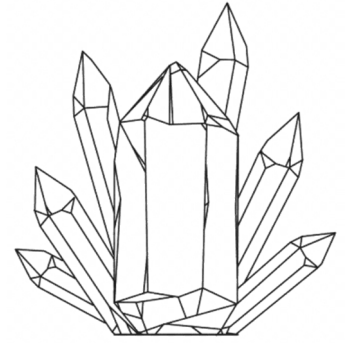
General Veto Power

- Topics that are too obvious
 - Ex. Drug abuse is bad and people should avoid it
 - Ex. Smoking is not good for health
 - Ex. Hard work is the key to success
- Topics that are on your personal likes and evaluations
 - A topic about your pet or favorite hangout
- Topics that are dragged and used by everyone
 - Topics that instantly come to your mind about a certain subject
- Topics that are vague and not clear
 - Drinking is a bad habit (this is a very subjective approach, some might say it is good or some might find it relieving, you cannot simply state something as bad because you think so. You have to show why it is bad. You may better say drinking has bad effects on health or behavior).
 - Study about dinosaurs shows they are extinct (This probably is the worst topic you could choose for an argumentative essay, everyone agrees on the fact that dinosaurs are extinct, what are you trying to prove in your topic? There can be no counter argument possibly for this topic).

Project 1: Starting Inquiry—Writing Exercise 1: Exploratory Investigation

Purpose and Description

Your objective will be to begin familiarizing yourself with the course theme through a series of exploratory internet searches. You will identify an object or substance that you will be researching more about. The goal here is to find out how something is made, where its materials come from, who sells it, who buys it, etc. As you research more about your item, you should begin thinking about how you can transition into a larger research-based argument about something related to it.



For example, you might choose to write about diamonds, red paint, commercial drones, condoms, earwax, German U-boats, or red solo cups for this first assignment. Along the way, you can begin to jot down notes for things you find interesting.

Invention & Inquiry

Consider the following as you develop your paper:

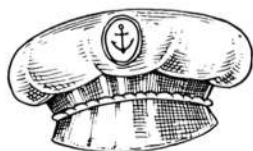
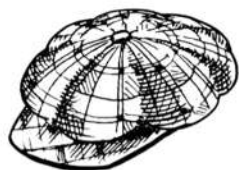
- Start with a focused item to guide your search
- Research your question using a common Internet search engine (e.g., Google);
- Use a variety of different genres for gathering information (one must be a scholarly essay).
- Take notes as you examine the various resources you find, with emphasis on the different communities of people who are involved with your item as buyers, sellers, smugglers, etc.
- Identify common points of debate and/or argument based on the notes you have taken. What problems are being discussed? What seems to be the most pressing issues based on the information you have gathered?

The Composing Process

Your aim in composing this paper will be to distill your research findings into a few manageable points of discussion that you can communicate to your audience.

- Compose a paragraph that introduces your audience to the topic of your research.
 - Indicate to the audience the significance of the item you are choosing
 - Guide your audience towards understanding why that item is important or useful
- Compose 2-3 paragraphs that identify key ideas or important points that might be fruitful
 - Here is where you will identify where the sources of debate are. Is there something about your item that people find controversial?
 - You might choose this time to talk about where your item comes from or what it is made of (if that is relevant to the overall report).
- Compose a paragraph in which you identify possible issues you could imagine researching based on your exploratory investigation. Your aim here should be to focus your inquiry and develop a clear sense of how you might develop a viable research project.

Mandatory Meeting Prior to Paper One:



I'm requiring that each of you meet with me before you turn in Paper One. You can turn in Exercise One without meeting with me, but I will not assess your grade on Paper One until you have. We will talk about your questions, your concerns, your growth as a writer and researcher, and any individual goals you may have for the class.

To sign up for a conference, follow the link on the weekly module that says "Set Up a Meeting with Me (Required)." You can edit this page. You should edit it and put your name where you want your conference. You may not put your name where someone else's name is. If none of the times work for you, please let me know immediately.

Sign Up Sheet:

Sign Up For Conferences

Students can edit this document, and they should edit it to put in their preferred time. Please reserve Saturday or Sunday times for ABSOLUTE emergencies.

Wednesday

Available Times (10am -2pm)

10:00-10:30

10:30-11:00

11:00-11:30

11:30-12:00

12:00-12:30

12:30-1:00

1:00-1:30

1:30-2:00

Thursday

Available Times (10am -2pm)

10:00-10:30

10:30-11:00

11:00-11:30

11:30-12:00

12:00-12:30

12:30-1:00

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Friday

Available Times (10am -2pm)

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Monday

Available Times (10am-2pm)

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Tuesday

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Available Times (10am -2pm)

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12:00-12:30

12:30-1:00

Project 1: Starting Inquiry—Major Assignment 1: Research Proposal and Bibliography (4-5 pages)

Purpose and Description

Expert researchers do more than simply collect information and report on it. They identify problems, ask questions, consult databases, study the scholarly conversation, gather and analyze data, and present new findings both to their research communities and to non-expert audiences. They also spend time convincing others that their research is worth undertaking at all. With these foci in mind, your aim in this assignment will be to propose a study that you can continue to develop through the remainder of the semester. You will also submit a list of new sources related to your research project.

Assignment Details / The Composing Process

Draft a proposal that articulates a research focus that you plan to develop throughout the rest of the course. The topic you choose should address or relate to some aspect of the material that you are researching. As we've discussed, this theme encompasses many topics and ideas. (If it is applicable, you may write on the same topic as was addressed by your texts in Project I, but this is not required.) Your topic proposal should do the following:

Specific Requirements

Your proposal should:

- 4-5 pages, including the works cited page
- Be written in a clear, precise, and active prose style
- Use 12 point Times New Roman Font & be double-spaced with 1 inch margins
- Use MLA style (8th edition)
- Be uploaded to Canvas as a .doc or .docx file by the due date



The overall aim of this assignment is to help you clarify the scope of your inquiry rather than identify a particular argument you want to support. So, try to approach it as an opportunity to pursue a question that is meaningful to you and that you can answer, as fully as possible, by the conclusion of the semester.

Rubric for Scoring

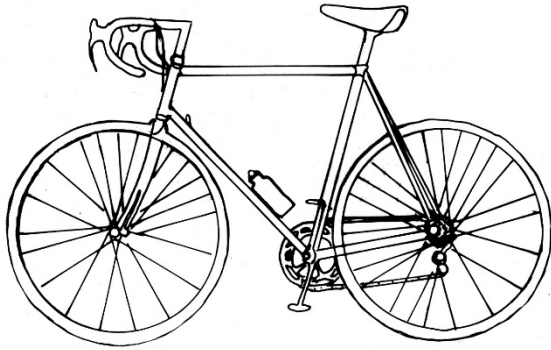
- Identify an area of research related to the material that you have been researching (20 pts)
- Explain why this area is worth investigating and its potential to incite public debate (20 pts)
- Identify a larger research question that you hope to answer, and the significance (“So what?” or “Why is this important?”) (15 pts)
- Include a bibliography of new sources that you plan to include in your project (10 pts)
- Identify what you already know (or think you know) about the topic (10 pts)
- Identify what you do not know but hope to learn in your research (10 pts)
- Identify potential challenges you think you might encounter in researching this topic (10 pts)
- Meet formatting requirements (5 pts)

Please Note Scoring Guidelines: “Full marks” are given when an assignment goes above and beyond, exceeds expectations, or is otherwise remarkable. Fulfilling the requirements of the assignment fulfills the next category of the rubric.

Project 2: Building Content—Research Paper Tentative Outline

Purpose and Description

Your objective will be to continue familiarizing yourself with the parts of research paper, specifically the overall shape. Using an IMRAD organizational style, you will outline your overall project.



Assignment Details / The Composing Process

Although outlines often sound easy, they are very challenging because you have to know all the parts of the paper, and you need to have done most of your research by this point. You should use the MLA outline on the following

page as a guide for your own project outline.

Specific Requirements

Your paper should:

- Be 6-7 pages in length (double-spaced, one-inch margins, 12 point Times New Roman);
- Be uploaded to Canvas as a Word document by the deadline
- Have a works cited page

Sample Outline for an MLA Paper (Picard)

Sample Outline for an MLA Paper (Picard)

Picard 1

Jean-Luc Picard
Professor Brissey
English 1123
17 March XXXX

Header includes writer's name, instructor, course, and date.

Outline

Word "Outline" and title, centered.

Online Monitoring: A Threat to Employee Privacy in the Wired Workplace

Thesis: Although companies often have legitimate concerns that lead them to monitor employees' Internet usage—from expensive security breaches to reduced productivity—the benefits of electronic surveillance are outweighed by its costs to employees' privacy and autonomy.

Outline begins with topic thesis.

Outline uses standard format and is written in complete sentences.

I. Although employers have always monitored employees, electronic surveillance is more efficient.

A. Employers can gather data in large quantities.

B. Electronic surveillance can be continuous.

C. Electronic surveillance can be conducted secretly, with keystroke logging programs.

II. Some experts argue that employers have legitimate reasons to monitor employees' Internet usage.

A. Unmonitored employees could accidentally breach security.

B. Companies are legally accountable for the online actions of employees.

III. Despite valid concerns, employers should value employee morale and autonomy and avoid creating an atmosphere of distrust.

Marginal annotations indicate MLA-style formatting and effective writing.

Picard 2

A. Setting the boundaries for employee autonomy is difficult in the wired workplace.

1. Using the Internet is the most popular way of wasting time at work.

2. Employers can't tell easily if employees are working or surfing the Web.

B. Surveillance can create resentment among employees.

1. Web surfing can relieve stress, and restricting it can generate tension between managers and workers.

2. Enforcing Internet usage can seem arbitrary.

IV. Surveillance may not increase employee productivity, and trust may benefit productivity.

A. A company doesn't care how many hours salaried employees work as long as they get the job done.

B. Casual Internet use can actually benefit companies.

1. The Internet may spark business ideas.

2. The Internet may suggest ideas about how to operate more efficiently.

V. Employees' rights to privacy are not well defined by the law.

A. Few federal guidelines on electronic surveillance exist.

B. Employers and employees are negotiating the boundaries without legal guidance.

C. As technological capabilities increase, the need to define boundaries will also increase.

	Excellent 1+ = 100; 1 = 97-99; 1- = 93-96; 2+ = 90-92	Good 2 = 86-89; 2- = 83-85; 3+ = 80-82	Average 3 = 76-79; 3- = 73-75; 4+ = 70-72	Needs Much Improvement 4 = 66-69; 4- = 63-65; 5+ = 60-62	Not Acceptable 5 = 50-59; 5- = 40-49; 6 = 20-39
Thesis Statement	Thesis is extremely clear and reflects in-depth understanding of the subject.	Thesis is clear and reflects clear understanding of the topic.	Thesis expresses a clear and coherent idea.	Thesis does not communicate a clear idea.	Thesis is nonsensical or unrelated to the subject reflected by the main points of the outline.
	Thesis clearly shows the relationship between main ideas and the writer's opinion about the subject, and gives the paper strong structural direction.	Thesis shows the relationship between main ideas and the writer's opinion about the subject, and establishes general structure of the paper.	Thesis is overly general; does not establish the relationship between main ideas and the writer's opinion about the subject.	The basic organization of the ideas is not clearly established in the thesis.	Thesis simply lists ideas.
	The specific subject of the paper is extremely clear and expressed in a sophisticated manner.	The specific subject of the paper is clearly expressed.	The subject of the paper is too general.	The specific subject of the paper is unclear.	The specific subject of the paper is not stated.
	The writer expresses a sophisticated and in-depth opinion about the subject; what the writer will prove about the subject is extremely clear.	The writer expresses an in-depth opinion about the subject; what will be proven about the subject is clear.	The writer expresses an opinion about the subject.	The writer's opinion about the subject is unclear.	Thesis is nonsensical or unrelated to the subject reflected by the main points of the outline.
	Thesis is written as a clear, complex, focused and correct sentence.	Thesis is grammatically correct, but is phrased awkwardly; perhaps uses a semicolon to join together ideas.	Thesis contains some minor grammatical errors.	Thesis is a fragment, run-on, or comma splice.	Thesis is incoherent.
Outline	The major points of the paper are definitely and precisely articulated.	The major points of the paper are clearly stated.	Not all the major points of the paper are clearly stated.	Difficult to understand the major points of the paper.	Outline does not include enough major points to prove the thesis.
	Every major point clearly and effectively elaborates a part of the thesis.	All major points relate directly to the thesis.	Most major points relate to the thesis.	Several major points seem to not be related to the thesis.	Major points seem to address different ideas than the thesis.
Rubric for Scoring	Major points clearly and effectively sync with all ideas included in the thesis.	All ideas outlined in the thesis are included in major points.	One small part of the thesis has no elaboration under the major points.	There is a major discrepancy between the ideas expressed in the thesis and the points outlined.	The main points do not match the thesis.
	Each major point has a wealth of details/examples to support it.	Each major point has enough examples/details to support it.	Most major points have enough examples/details to support them.	Significant lack of supporting information for major points.	Outline does not include supporting information for major points.
	Supporting examples/details are clear, sophisticated, and insightfully chosen; reveal in-depth understanding of the topic.	All examples/details are directly related to the major point they support; reveal a solid understanding of the topic.	Most examples/details are clearly related to the major point they support; demonstrate only a basic understanding of the topic.	Writer does not stay focused on the topic; examples are too general; reveal limited knowledge or understanding of the topic.	Information does not relate to the topic; writer misinterprets examples/details; writer seems to not understand the topic.
	Argument is extremely clear and logical; organization of ideas is very effective.	Argument is clear and logical; organization of ideas is effective.	Argument is sometimes unclear or illogical.	Argument is often unclear or illogical.	Sequence of ideas is very confusing; no apparent connection between ideas.
	The MLA outline format makes it extremely easy to see the relationships between ideas and supporting information.	The MLA outline format shows the relationships between ideas and supporting information.	The outline format is occasionally unclear or inappropriate; does not always clearly show the relationships between ideas and supporting information.	The outline format is very confusing; makes it very difficult to understand the relationships between ideas and supporting information.	Information is simply listed on the page, without any indication of structural relevance.
	All examples/details include a citation of the source of the information.	Most examples/details include a citation of the source of the information	Some examples/details include a citation of the source of the information.	Only 1-2 examples include citations of sources.	Sources of information are not included in the outline.

EXERCISE 3 Project 2: Building Content—Writing Exercise 3: Analysis Focus

Purpose and Description

Your objective will be to continue familiarizing yourself with the parts of research paper, specifically the analysis portion. You will use this section to provide the final analysis of your problem and solution. You should demonstrate how your proposed solution is fair, sustainable, and/ or equitable. You should also identify any contextual information or describe the implications of implementing your plan. You can think of this portion of the essay as a rough draft of your essay's conclusion.

Assignment Details / The Composing Process

What you are essentially creating here is the end of your finished research paper. It should contain an analysis of how your proposed solution will work, and it should describe any outcomes arising from implementing your solution or plan.

Specific Requirements

Your paper should:

- Be 2-3 pages in length (double-spaced, one-inch margins, 12 point Times New Roman);
- Be uploaded to Canvas as a Word document by the deadline
- Incorporate new sources

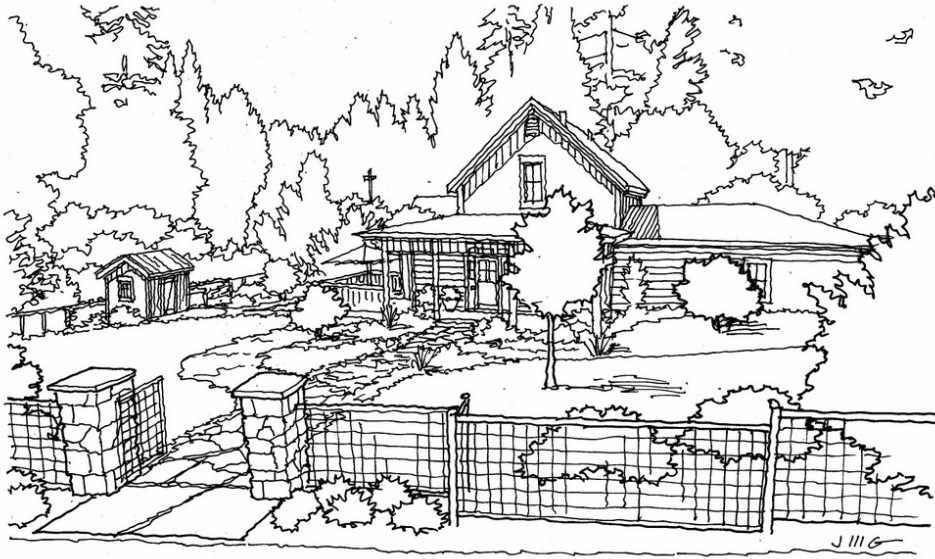


Rubric for Scoring

Please Note Scoring Guidelines: "Full marks" are given when an assignment goes above and beyond, exceeds expectations, or is otherwise remarkable. Fulfilling the requirements of the assignment fulfills the next category of the rubric.

	25 /25 Full Marks	23 /25 Criteria Met	21/25 Criteria Nearly Met	19 /25 Some Room for Imprv't	17/25 Lots of Imprv't Needed	15 /25 Some of the criteria met	5/25 Turned In	0/25 Not Turned In
Paragraph Construction— Internal Organization								
Annotations and Source Usage								
Content, Depth, and Critical Thinking								
Grammar, Surface Errors, Punctuation, Formatting								

ESSAY 3 – THE FINAL RESEARCHED ARGUMENT



GOAL:

Your aim will be to construct a research-based argument that contributes something new to an ongoing scholarly conversation. The instructions are designed to guide you through this process.

Develop your own understanding and argument for your topic based on thorough academic research and through the careful analysis and synthesis of multiple sources.

ASSIGNMENT:

Write an essay arguing to change things for the better. You will develop an argument/claim for a specific change to a local or familiar situation, organization, procedure, or statute related to your topic, as established by your Topic Proposal. (This change should not simply be a change in thinking; instead, you should argue for a practical change.) You will conduct relevant research to analyze, evaluate, and synthesize multiple sources (8-10) in order to support your claim. You will construct an extended argumentative essay that positions your argument within a recognizable scholarly conversation surrounding your topic.

Of the 8-10 required sources, at least 5 must be scholarly sources drawn from the library's databases or from books. You may use sources from previous assignments if you wish, but you are not required to do so.

Your original claim should be founded in the arguments (and counterarguments) of the sources you have selected and supported by evidence from those sources. Write so that your reader clearly understands your claim and attempt to persuade the reader to accept that claim through your supporting arguments. This paper will require original thinking, thorough research, keen analytical insight, and clear textual evidence cited in your paper.

LENGTH AND FORMAT:

Your essay should be 9-11 full pages and submitted on Canvas in either .doc or .docx format. MLA format is required for this essay. While we have discussed this during class, please review the resources available on Canvas.

AUDIENCE AND TONE:

Your paper should be written using authoritative language. Your tone should be formal and informative. Have a careful understanding of your audience and address them in your paper in a professional and academic manner.

FINAL DRAFT:

Upload your final draft to Canvas by the due date and time indicated there. Please see the Late Work Policy in the syllabus if needed. If you have any questions or concerns about this essay, I encourage you to e-mail me or come see me during my office hours.

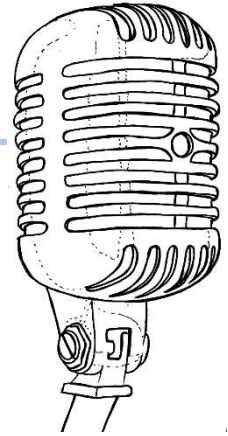
RUBRIC: FOR ESSAY 3

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
Thesis/Focus: Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking;	
Thesis/Focus: Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
Support, details, and ideas	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
Use of sources	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

Writing Rubric Courtesy of Northeastern Illinois University

(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

Remix Project



Purpose and Description

The aim of this project is to reflect on your research and communicate it to a **non-academic audience**. Similar to previous assignments, you will identify a rhetorical situation that invites a response, but for this assignment, you will create a text or artifact that seeks to make an impact beyond the classroom. You will not be required to make your work public; the finished product should, however, give you that option. The instructions described below are designed to guide you through this process.

The Composing/“Remixing” Process

- Identify a new audience beyond the academic community
- Refocus your research problem for a new situation and audience
- Refocus your purpose (what kind of information or research to include) based on your audience and problem
- Identify a relevant genre for communicating your argument
- Identify a relevant context for circulating your document/rhetorical artifact.

The form of your project takes will ultimately depend on the situation you have identified. For instance, you might create a visually-designed text to raise public awareness (e.g., a poster, infographic, or website); or you might even take a more traditional route, like composing a letter to a state representative or a person with political or institutional authority. Whatever you decide, your goal should be to distill the research you completed for Paper III and communicate it to an audience that you want to influence and/or move to action.

A Narrative Reflection

In addition to the text or artifact you create, you will also compose a *brief narrative* in which you explain the process that went into “remixing” your research. Your reflection (1-1.5 pages double-spaced, 12pt. font) should address the following:

- Explain how you chose your audience/remix genre.
- What decisions did you make? Describe:
 - Why you chose this target audience.
 - Why you chose this genre for this particular audience.
 - How you decided what information to include (points, types of evidence, etc.) and how to organize/present that information.
 - How you would circulate this remixed project if you were to make it public.
- What did you learn about your research that you did not know or realize prior to remixing it for a new context audience?

Narrative Reflection/Remix Artifact DUE BY EMAIL or CANVAS or HARD COPY

***This functions as the final exam. Therefore, there will be NO late submissions.**

****In asynchronous/ online class format, the assignment consists of 10%, rather than 5%.**

REMIX PROJECT – GRADING RUBRIC

NAME	
------	--

CRITERIA	NOTES	POINTS	
Choice of genre shows thoughtfulness for target audience			/10
Information/Content included meets stated goal			/15
Project/Artifact is rationally effective (thoughtful choice of visuals, formatting, etc.)			/15
Project/Artifact demonstrates care and polish (clear prose, no grammatical errors, visually clean, etc.)			/10
Narrative Reflection answers questions outlined on assignment sheet (why this target audience, why this genre, why this information presented in this way, and how it would/will circulate)			/30
Narrative reflection meets basic requirements (requisite length 1-1.5 pages)			/10
Clean academic prose (style, grammar, proofreading)			/10
	Total		/100

Three Minute Thesis

The 'Three Minute Thesis' is an international competition among graduate students. Participants are asked to sum up their doctoral thesis—which is often 80,000 words or more—into a presentation lasting no longer than 3 minutes. For our final oral presentation, I am asking you to model your presentation on this format. NOTE: Asynchronous/ Online classes do not do the 3-Minute Thesis project.

Rules

- A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (eg. no poems, raps or songs).
- Presentations are to commence from the stage.
- Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.
- The decision of the adjudicating panel is final.

Judging Criteria

The following criteria will guide the judge's decisions:

Comprehension & Content

- Did the presentation provide an understanding of the background and significance to the research question being addressed, while explaining terminology and avoiding jargon?
- Did the presentation clearly describe the impact and/or results of the research, including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the thesis topic, research significance, results/impact and outcomes communicated in language appropriate to a non-specialist audience
- Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Engagement & Communication

- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialize or generalize their research?
- Did the presenter convey enthusiasm for their research?
- Did the presenter capture and maintain their audience's attention?
- Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Did the PowerPoint slide enhance the presentation - was it clear, legible, and concise?

Writing your 3MT

1. Write for your audience

One of the judging criteria looks for evidence that you can explain your research to a non-specialist audience. To do this you may like to:

- avoid jargon and academic language;
- explain concepts and people important to your research - you may know all about Professor Smith's theories but your audience may not;
- imagine that you are explaining your research to a close friend or fellow student from another field; and
- do not dumb down or devalue your research, what you are doing is exciting and you should convey enthusiasm for your subject.

2. Have a clear outcome in mind

Know what you want your audience to take away from your presentation. Ideally, you would like the audience to leave with an understanding of what you're doing and why you're doing it.

3. Tell a story

You may like to present your 3MT like a story, with a beginning, middle and an end. It's not easy to condense your research into three minutes, so you may find it easier to break your presentation down into smaller sections. Try writing an opener to catch their attention, then highlight your different points, and finally have a summary to restate the importance of your work.

4. What not to do

- Do not write your presentation like an academic paper. Try to use shorter words, shorter sentences and shorter paragraphs.
- You can use humor, however be careful not to dumb down your presentation.

5. Revise

You may like to proof your 3MT presentation by reading it aloud, firstly to yourself and then to an audience of friends and family. This allows you to not only check your grammar and writing style, but it will allow you to receive critical feedback. Don't be afraid to ask your audience if your presentation clearly highlights what your research is and why it is important.

Creating your 3MT slide

Before you start work on your slide, you should take the following rules into account:

- a single static PowerPoint slide is permitted;
- no slide transitions, animations or 'movement' of any description are permitted;
- your slide is to be presented from the beginning of your oration; and
- no additional electronic media (e.g. sound and video files) are permitted.

Practicing your 3MT presentation

1. Practice, practice, practice

Feeling nervous before you present is natural, and sometimes a little nervousness can even be beneficial to your overall speech. Nonetheless, it is important to practice so you can present with confidence and clarity.

2. Vocal range

- Speak clearly and use variety in your voice (fast/slow, loud/soft).
- Do not rush - find your rhythm.
- Remember to pause at key points as it gives the audience time to think about what you are saying.

3. Body language

- Stand straight and confidently.
- Hold your head up and make eye contact.
- Never turn your back to the audience.
- Practice how you will use your hands and move around the stage. It is okay to move around energetically if that is your personality, however it is also appropriate for a presentation to be delivered from a single spot on stage.
- Do not make the common mistakes of rolling back and forth on your heels, pacing for no reason or playing with your hair as these habits are distracting for the audience.

4. Record yourself

Record and listen to your presentation to hear where you pause, speak too quickly or get it just right. Then work on your weaknesses and exploit your strengths.

5. Look to the stars!

Watch your role models such as academics, politicians and journalists, and break down their strengths and weaknesses. Analyze how they engage with their audience.

Visit the [3MT website](#) or search You Tube to view presentations by previous 3MT finalists.

6. Dress

- While there is no dress code, if you are unsure of how to dress you may like to dress for a job interview or an important meeting.
- Do not wear a costume of any kind as this is against the rules (as are any props).

- 3-5 MINUTE PRESENTATION (3MT) – GRADING RUBRIC

Name	
Presentation Title	

CRITERIA	NOTES	POINTS	
Shows evidence of preparation for the presentation (such as notes and presentation materials)			/10
Impact of visual aids – Visual aids were effective, logical, and helpful.			/15
Organization–information is presented in a logical and interesting sequence.			/10
Subject Knowledge – All material clearly relates to the research presented.			/10
Points are clearly made and evidence is used to support them.			/15
Demonstrates a full understanding of the material being presented.			/10
Demonstrates time management skills by delivering a clear, concise presentation in 3-5 minutes .			/15
Oral Performance – speaks clearly and shows evidence of having practiced in advance.			/15
		Total	/100

Writing Group Report Memo

to: Recipient Name
from: Your Name
subject: Enter Subject
date: Enter Date

This memo is intended to instruct you on how to do extra credit assignments and to provide you with a little more information about how extra credit works in my class. This memo also serves as a model that you should copy for use as your peer group report memo. Briefly, extra credit in my class always results from taking advantage of school resources and engaging in collaborative writing. You may earn one point of extra credit for working with the Miller Writing Center on the following assignments, for a maximum of seven points:

-Exercise One

-Paper One

-Exercise Two

-Paper Two

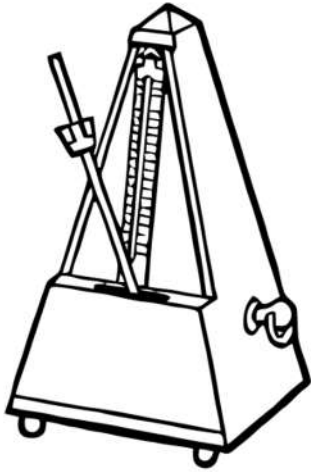
-Exercise Three

-Paper Three

-Remix Project

You can also choose to work collaboratively on assignments as peer pairs or peer groups. Often, this process will be highly recommended in the syllabus as a step before meeting with me for a conference. Peer groups should meet for about an hour to share papers, trade feedback, and work collaboratively. Peers should then compose a memo, e-mailed to me by both peers, describing the session and activities engaged in. Essentially, you should provide a report of what your meeting was intended to accomplish and how your group went about accomplishing it. Peer groups can and should meet for the assignments listed above, for a maximum of seven points.





Journal One: Biases

Up to this point, you should have worked through the bias module. For this journal, I would like us to enter into a one-on-one discussion about confirmation bias, what it is, and how (or whether) it can be avoided. You should also take this opportunity to schedule a meeting with me if needed or to ask me any questions you have about moving your project into the next phase (the ['Paper One: The Topic Proposal'](#)). I will also post the rubric for this journal at the bottom of this prompt.

Instructions: Construct a 2-3 paragraph journal where you describe what confirmation bias is. You can use your own words, or you can quote correctly from the videos, modules, and transcripts. If you decide to quote, make sure you cite which

source you are quoting from. Based on your definition of confirmation bias, do you think it is possible to avoid it? If so, how? If not, why not?

What can we conclude from this module about the challenges we face when we try to make sense and judge the "truth" or honesty of the news and information that we receive via friends, the Internet, social media, etc.? What challenges have you already faced regarding bias with this project? Do you foresee encountering bias-based challenges in the future?

Rubric for Journals: Refer to this for the traits of quality writing in the journal format.

5: Extensive, quality writing evidences depth and thought-provoking reflection while connecting to examples from the real world, novels, movies and/or other sources if applicable. These journal entries are very likely to be well-developed and longer. Writing on prompts tied to the current ideas being discussed in class evidence accuracy and breadth in exploring the reading for the day showing a depth of understanding the material.

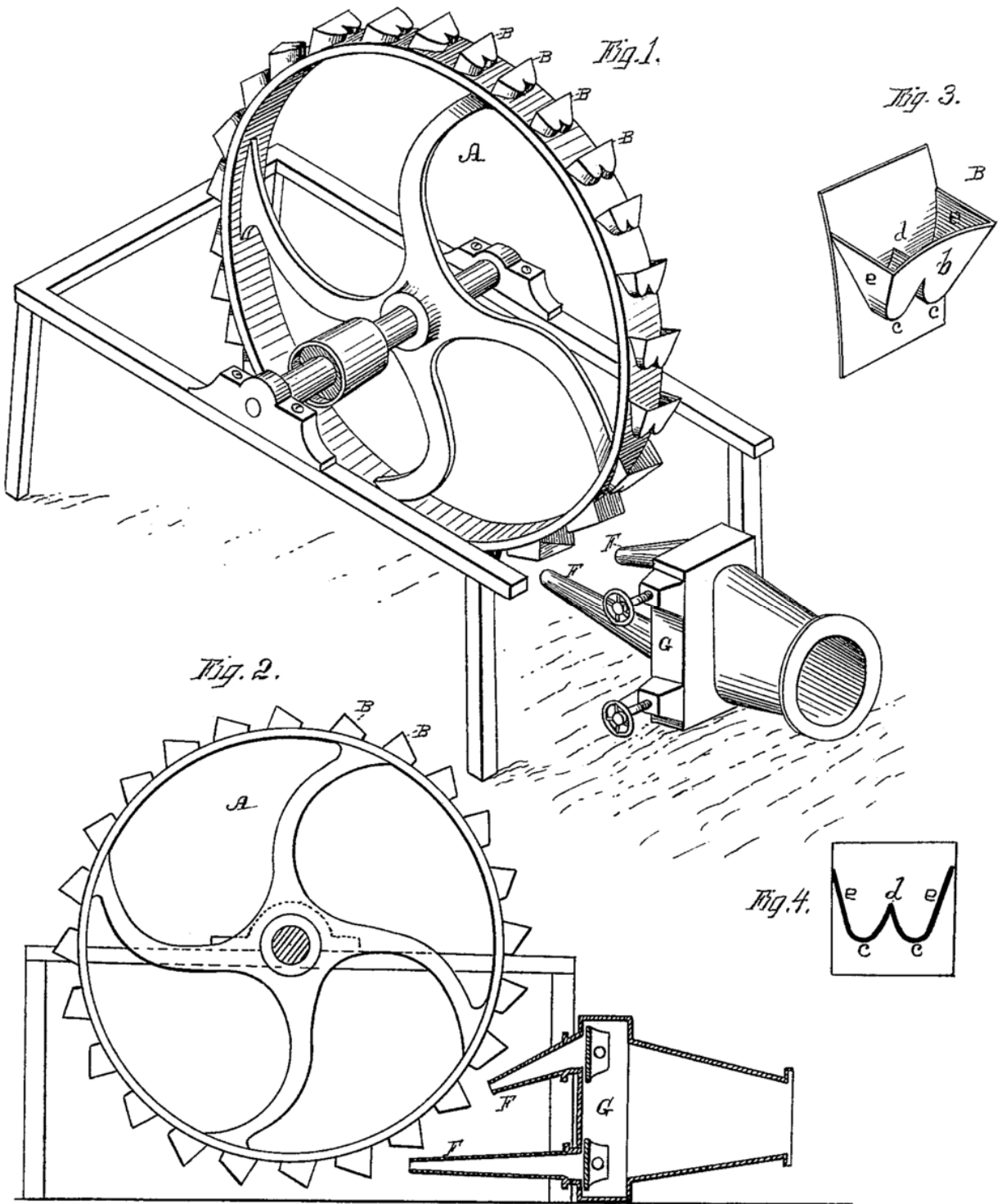
4: Substantive, solid writing explores the prompts with "beneath-the-surface" thoughts and reflection while connecting to experiences and other sources. These journal entries are well-developed. Writing on prompts tied to the current topics being discussed in class evidence accuracy and familiarity with the material in exploring the reading for the day.

3: Often "medium" in length, these journal entries may vary in length from day to day, and often could go into more detail and delve deeper into the meanings beneath the surface of the prompts. Writing on prompts tied to the current topics being discussed in class evidence some accuracy and perhaps could show more familiarity with the material in exploring the reading for the day.

2: These entries are short and/or could spend more time exploring the prompts. There is definitely a need for more writing and attention to quality. Writing on prompts tied to the current topics being discussed in class suffer from a lack of accuracy in exploring the reading for the day.

1: Writing is very brief and hurried with little evidence of effort and/or quality. Writing on prompts tied to the current topics being discussed in class are off-topic or do not show familiarity with the material in exploring the reading for the day.

Course Calendar



Week	Date	Class Activity	Assignment Due
Week 1—August			
1	8/17	Course syllabus, expectations, and set goals. Setup Tech / E-Mail / Canvas / Notifications	Syllabus Module
1	8/19	Formatting Overview & Formatting Quiz Look over Exercise 1 Assignment Sheet and Rubric Getting to Know Each Other Discussion Board	Formatting Quiz Getting to Know Each Other Discussion Board
1	8/21	Discussion of Course Theme Metaphors We Live By	Course Theme Module
Notes:			
Week 2—August			
2	8/24		
2	8/26	Discuss <i>The Craft of Research</i> (CR): The Uses of Research and Connecting with Readers.	Read: Prologue and Ch. 1 in CR, Corresponding Module on Canvas Developing A Topic Module Google and Wikipedia
2	8/28	Subject Guides and Subject Librarians—Understanding Your Resources	Subject Guides and Subject Librarians
Notes:			
Week 3—September			
3	8/31	Identifying Issues and Forming Questions Class Activity: Exercise One	Read: Chapters 3-4 in CR Work on Exercise One, Using Discussion Board as a Starting Point
3	9/2	Writing and Research Day	TBD
3	9/4	Identifying and Differentiating Sources Class Activity: TBD	Read: Chapter 5 in CR
Notes:			
Week 4—September			
4	9/7	Ways to Evaluate Sources Class Activity: Determining Credibility and Reliability	Journal One
4	9/9	Ways to Evaluate Sources cont'd Class Activity: Determining Bias and Authority	Read: Corresponding Module on Canvas Due: Exercise One: . Submit to Canvas by 11:59 PM.
4	9/11	Incorporating Sources Class Activity: Summary vs. Paraphrase vs. Quotes	Read: Chapter 14 in CR and Corresponding Module on Canvas.
Notes:			

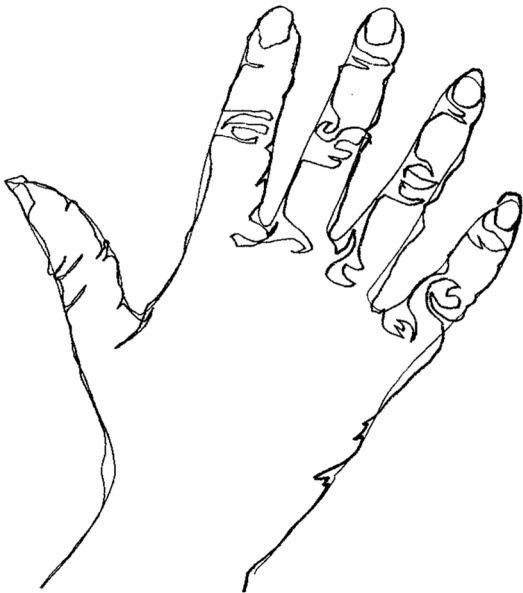
Week 5—September			
5	9/14	Peer Review of Paper #1 on Canvas.	Suggested: Complete optional rough draft of Paper #1. Submit to Canvas. Group writing discussions and/ or memo are due by 11:59 PM.
5	9/16	Optional Conferences. Go to the Writing Center or Form Peer Groups for Extra Credit Opportunity	Work on Paper One Pursue Extra Credit Opportunities Apply Peer and Teacher Feedback
5	9/18	Identifying the Basics of a Synthesis Class Activity: Introduction to Paper #2 Read Assignment Sheets for Paper 2 and Exercise 2	Read: Chapter 6 in <i>CR</i> and Module on Canvas. Due: Paper #1. Submit to Canvas by 11:59 PM.
Notes:			

Week 6—September			
6	9/21	Introduce Yourself to Ex. 2	
6	9/23	Conduct Research for Ex. 2 Discussion Board	
6	9/25	Listen to Audio Recording “The Problem-Solution Essay”	
Notes:			
Week 7—July			
7	9/28	Making Connections Among Sources	Read: Corresponding Module on Canvas. TBD
7	9/30	Crafting a Multi-Source Synthesis	Read: Corresponding Module on Canvas. TBD
7	10/2	Synthesizing Our Own Sources	No Reading. Bring all sources for Paper #2 to class. Due: Exercise #2. Submit to Canvas by 11:59 PM.
Notes:			
Week 8—July			
8	10/5	Discussing Argumentative Articles	Read: Corresponding Module on Canvas.
8	10/7	Refining Our Topics and Making Good Arguments Class Activity: Coming up with thesis statements	Read: Chapters 2 and 7 in CR.
8	10/9	Identifying the Basics of an Argument Class Activity: Developing Claims and Reasons	Read: Chapters 8 and 9 in CR. Work on Outline
Notes:			
Week 9—July			
9	10/12	Gathering Evidence & Entering the Conversation Class Activity: The Bibliography and MLA Outline	Read: BEAM Method Module; Gather all sources Work on Outline
9	10/14	Counterarguments and Concessions	Read: Chapter 10 in CR and Module on Canvas. Due: Paper #2. Submit to Canvas by 11:59 PM
9	10/16	Understanding Warrants	Read: Chapter 11 in CR.
Notes:			

Week 10–July			
10	10/19	Introductions and Conclusions	Read: Chapter 16 in CR
10	10/21	Read: Chapters 12 and 13 in CR.	
10	10/23	Introduction to Student-Directed Instruction	Due: Exercise #3. Submit to Canvas by 11:59 PM.
Notes:			
Week 11–October			
11	10/26		TBD; Peer Writing Groups Meet Discussion Board or Journal
11	10/28		TBD; Implement Peer Feedback Work on Paper III and Remix Project
11	10/30		TBD; Conferences with Instructor, Librarian, Writing Center, or Peer Writing Group
Notes:			
Week 12–November			
12	11/2	Introduce the Oral Presentation	
12	11/4	Meet with Instructor	
12	11/6	Do Shark Tank Journal or Discussion Board (TBD)	
Notes:			
Week 13–November			
13	11/9	Introduce Re/Mix Project	Paper III Due
13	11/11	Re/Mix Project and Oral Presentations	
13	11/13	Re/Mix Project and Oral Presentations	
Notes:			
Week 14–November			

14	11/16	Oral Presentations: Group One	
14	11/18	Oral Presentation: Group Two	
14	11/20	Oral Presentation: Group Three	
Notes:			
Week 15–November			
15	11/23	No Class	TBD; Recommended: Work on Remix Project
15	11/24	Classes End	
Notes:			
Week 16–December			
16	12/2-8	Final Exam Period (Our Exam Date and Time are TBD, but tentatively set for 12/3)	
16	12/3	Final Exam Due (Re/Mix Project)	Due: Remix Project
Notes:			

Week One:



The focus this week is on getting set up for this class. We need to be generally familiar with Canvas and Auburn e-mail, both on the computer and on our mobile devices. Notifications should be turned on to ensure that updates are received quickly. We will also take some time to get to know each other and the tasks for this class.

For this week, you will need to complete the following modules. Please read through each module and complete tasks, quizzes, and/or discussions as you come to them. Please post any questions you have to the discussion board, pinned at the top of the modules page.

Take a few moments to look over the assignment sheet and rubric for Exercise One. That assignment will be due in about two weeks, but you'll want to do the upcoming smaller assignments with the bigger assignment in mind.

Modules and Schedule:

<u>Task or Module:</u>	<u>Completion Date:</u>
-Watch Week One Video -Read Course Syllabus & -Complete Syllabus Quiz	8/17
-Formatting Overview & Formatting Quiz -Look over Exercise 1 Assignment Sheet and Rubric -"Metaphors we Live By" video	8/19
-"Starting a Research Project" video 'Getting to Know Each Other' Module & Discussion Board	8/21

Week 2:

The focus for this week is digging deeper into our content interest areas and improving our research practices. We want to start thinking about what our potential research topic could be, but we also need to reflect on our reasons for pursuing this topic and choosing to argue about it.

1. Complete the course theme and “Metaphors We Live By” modules and create a journal entry according to the directions provided. You will also need to read *CoR* “The Uses of Research” and Chapter One and complete any corresponding modules.
2. As we develop our topic, we also need to start to gather resources. For this week’s research modules, take a few moments to investigate subject areas. Become familiar with research librarians and subject guides as well as how to use Google and Wikipedia. You will want to arrive at a topic for research that is interesting to both you and your audience.
3. Finally, answer the discussion board question by 11:59 p.m. on 5/27. Please follow the guidelines for discussion board responses and etiquette, which can be found in the course’s ‘pinned module.’

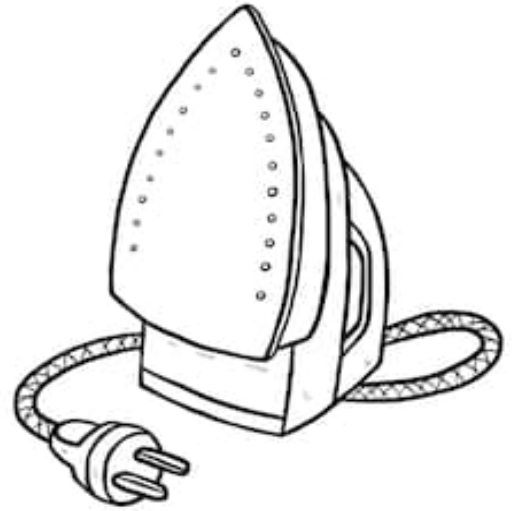


Modules and Suggested Schedule:

<u>Module:</u>	<u>Completion Date:</u>	<u>Grading Date:</u>
Read ‘Course Theme,’ ‘Metaphors We Live By’ and complete module(s)	5/25	5/30
Read <i>CoR</i> Prologue and Ch. 1 and complete module; ‘Developing a Topic’ library module ‘Google and Wikipedia’ library module	5/27	5/30
Read ‘Subject Guides and Subject Librarians;’ complete module & Journal One	5/29	5/30

Week Three

Now that we have been working together for a little while, it's time to pivot to some more in-depth writing and research. You will be turning in your object focus this week, and you should now be brainstorming about a larger issue for your investigation. You'll be reading for this week about moving from topics to questions and from questions to an even larger problem.



Not just any problem will do, however. We need to steer clear of cliché and over-done topics. Issues like abortion, the drinking age, paying college athletes, and confederate monuments are all very interesting. But they are also highly contested issues with quite a lot at stake. It is unlikely that we as college students will be making major breakthroughs on these topics. Instead, let's focus on smaller issues that might go unnoticed. We also want to pick a topic that we have a fair chance of being less biased about.

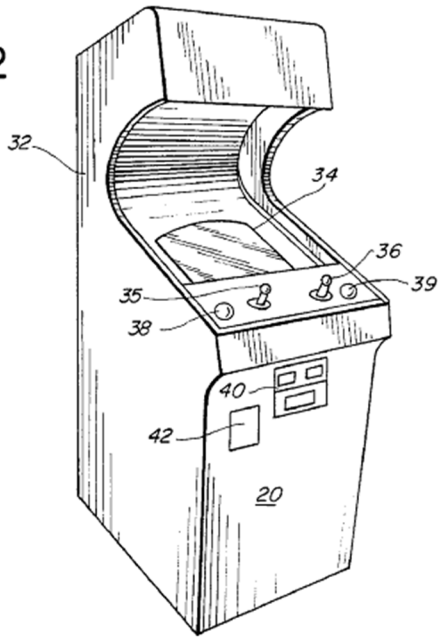
To that end, you will also be completing a discussion board this week. I would like us to talk about our potential topics with each other before we get too far in our research. You'll have a prompt that you should answer, and you should try to give helpful and insightful feedback to your peers.

Modules and Suggested Schedule:

<u>Module:</u>	<u>Completion Date:</u>	<u>Grading Date:</u>
Identifying Issues and Forming Questions	6/1	6/7
Writing and Research Day Work on Exercise One or Paper One	6/3	n/a
Identifying and Differentiating Sources Discussion Board – Getting To the Big Question	6/5	6/7

Week Four

FIG. 2



At this point, I hope that you are putting the finishing touches on Exercise One and you have arrived at a topic that we will find mutually intriguing and enriching. Now that we have a topic, it's time to move forward with research, and we need to dig more deeply into quality academic sources such as journal articles and books. For our first module, we will be taking a look at how to determine credibility and reliability in a source. Not only is it important to interrogate credibility, but it is also important to communicate that credibility to your readers.

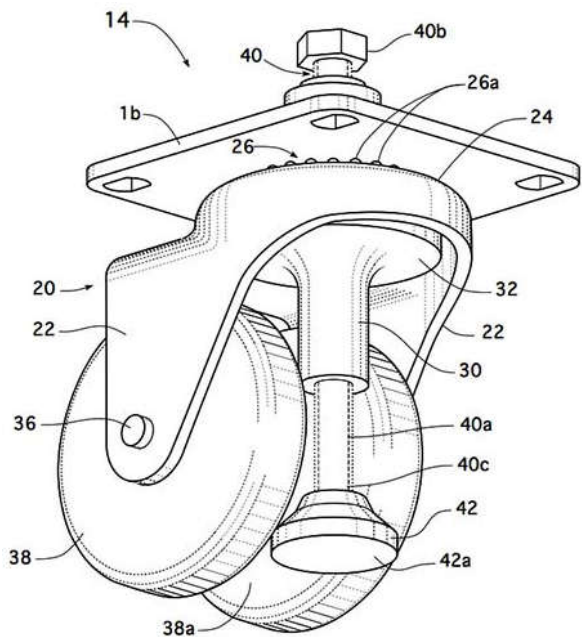
For the second half of the week, we are going to think and work on how to use sources like quotes and data to support our discussions and claims. Check out the 'Bias and Authority' module on Canvas as well as 'Incorporating Sources.' These Canvas modules will also engage with Chapter 14 in CoR, so make sure you read that, too.

Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Evaluating Sources Module I Determining Bias and Authority Journal or Discussion Board	6/8	6/14
Evaluating Sources II Exercise One Due	6/10 6/10	6/14 Rolling
Incorporating Sources Summary vs. Paraphrase vs. Quotes Read Chapter 14 in <i>CoR</i>	6/12	6/14

Week Five

This week is all about collaboration and feedback. The goal is to get a draft of Paper One completed and gather feedback from a few different readers. You can submit the optional rough draft on Monday, and I will read your essay and provide you with some comments for improvement. You should also consider meeting with your writing group virtually (a phone call could work too) to discuss your progress. Create a memo of your writing group meeting and submit it to me for extra credit.



On Wednesday, collaboration continues with optional conferences with me or with the Miller Writing Center. Remember that a visit to the MWC will also earn you a bonus point on the assignment. I must receive an email from the MWC before I award the point. Turn papers in on Friday before midnight.

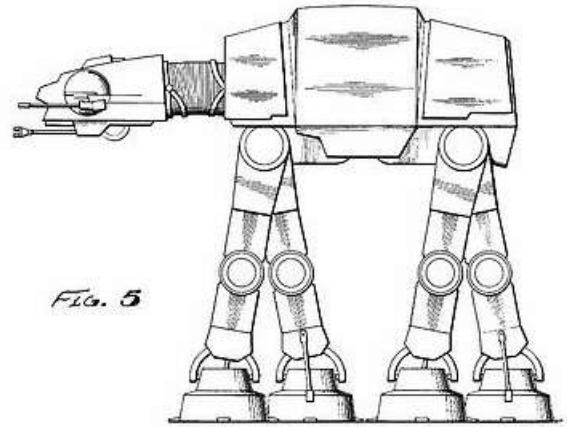
On Friday, we pivot our attention to Project 2 and the act of synthesis. Read over the assignment sheet for Exercises 2 and Paper 2 before you read Chapter 6 in *CoR*. We are going to be creating an outline for our final research paper, so you should create a document in Word or GoogleDocs to use as a workspace.

Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Peer Review of Paper # 1 on Canvas; work on Paper 1 Read Chapter 6 in <i>CoR</i> + Module	6/15	6/17
Conferences with Me, Writing Center, or Writing Groups, apply peer feedback Identifying the basics of a synthesis	6/17	6/21
Due: Paper 1. Submit to Canvas by 11:59 PM	6/19	Rolling

Week Six

The focus for Exercise 2 is to go ahead and develop some methods for treating or solving the issue you are going to be working with. I know it seems a bit early to be thinking about solutions, but you will need time to investigate them and see which ones are most viable and equitable. Spend your Monday for this week reviewing the assignment sheet for Exercise 2 and reading the "Making Connections Among Sources" module. After that, it will be time to do some serious research.



For Wednesday, you will look into how to create the multi-source synthesis, and you should continue your research efforts. What we want by Friday is an outline of potential solutions (and the sources to go with them). For Exercise 2, you will turn this outline into a short paper (2-3 pages).

On Friday, there is no additional reading; you should use this day to continue research if needed and to turn your outline into a paper. Remember to add your works cited page!

Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Making Connections Among Sources Research for Ex. 2 / Work on Ex. 2	6/22	6/28
Conferences with Me if needed; Crafting a multi-source synthesis Research for Ex. 2 / Work on Ex. 2	6/24	6/28
Due: Exercise 2. Submit to Canvas by 11:59 PM	6/26	Rolling

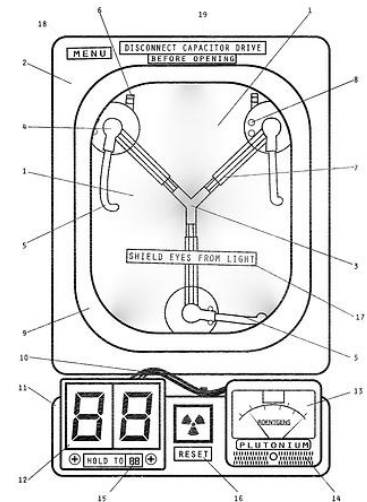
Week Seven

We have done a lot of writing very quickly in this class so far. This week, I would like for us to take a bit of a rest and focus on revisions, edits, improvements, collaboration, and (importantly) self-care. For Monday, take a few moments to browse through the "Discussing Argumentative Articles" module on Canvas. You should spend about 30 minutes or so working on your outline for your essay.

On Wednesday, we are going to add a quality thesis statement to our MLA outlines, but we are going to try a few on before we commit to keeping one. We will do an activity on Wednesday's discussion board working with our thesis statements and getting peer feedback. Make sure that you also take some time to read *CoR* chapters 2 and 7, as the modules, journal, and/or discussion board for this week will engage that material.

On Friday, we are going to make sure that our outlines are doing their jobs by comparing the shape of our arguments with other effective arguments. Pay special attention to *CoR* chapters 8 and 9 for this activity and any corresponding modules. Make sure that you keep adding to your outline a little at a time.

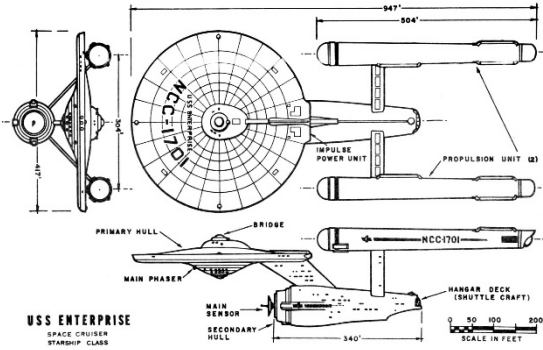
FLUX CAPACITOR
Dr. Emmet Brown
Patented July 3, 1985.



Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Discussing Argumentative Articles; Work on Outline	6/29	7/5
Conferences with Me if needed; Refining topics, making good arguments Thesis statement gymnastics Read Chapters 2 and 7	7/1	7/5
Identifying (and outlining) the basics of an argument; work on Outline; Read <i>CoR</i> Ch. 8 and 9	7/3	7/5

Week Eight



Week 8 is a big week for us. Our outlines for the final paper are due, and because it is a paper grade, these outlines need to represent some of your best work! Including our research on the outlines will be as important as providing good-quality writing, so we will focus on building outlines as well as incorporating source content and citing effectively.

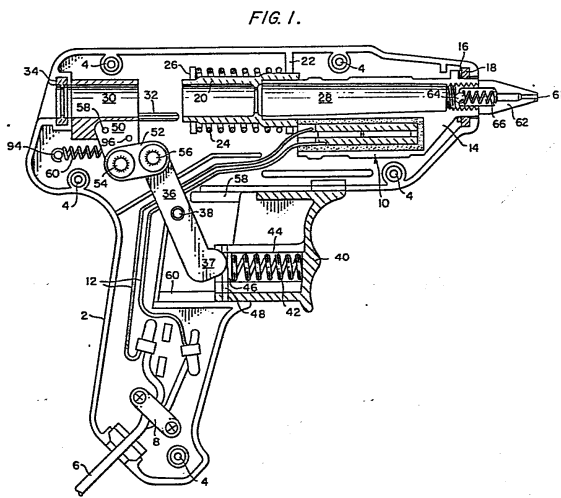
For Monday, please read over the MLA formatting conventions for the outline and refer to the model outline provided on the assignment sheet. Please note that outlines should be longer than the one provided. Read the BEAM method module and complete the corresponding activity. For Wednesday, we need to make sure that we are including counterarguments and concessions in our essay. Chapter 10 in *CoR* will be useful for this, so make sure you have read that. Once you have completed the outline, submit it to Canvas by 11:59.

On Friday, we are going to begin moving from the outline format to the MLA research paper format. We will refer to our "How to Make a Research Paper" module, and we will also read Chapter 11 in *CoR*. At this point, students should also plan to schedule a meeting with me to discuss their progress or plan for meeting the goals for the rest of the semester. one.

Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Class Activity: The Bibliography and MLA outline module	7/6	7/12
Conferences with Me if needed; Counterarguments and Concessions; module	7/8	7/12
Understanding Warrants Essay Parts Checklist and Peer Checklist Activity	7/10	7/12

Week Nine

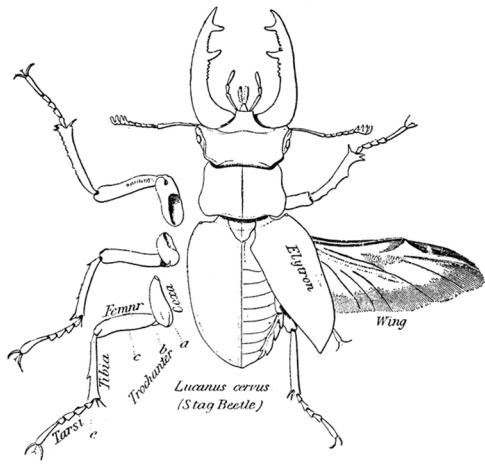


At this point in the semester, we are finishing our text-based and syllabus-based instruction. Up to this point, we have worked with *The Craft of Research*, using it as a handbook for our own research journeys. On Monday and Wednesday, complete *CoR*, reading, chapter 16 on Monday and chapters 12 and 13 on Wednesday. You should complete any modules and work on Exercise 3 each day. (it is due on Friday).

On Friday, we will begin a section of the semester that I call 'Student-directed instruction.' At this point, there are probably some aspects of writing that you feel you could use additional instruction in. Perhaps you would like to focus a class on a particular skill, such as paragraph-building. We are going to start with a poll, asking students to report their perceived growth frankly and honestly. Using student responses and the accompanying discussion board, we will work to develop roughly two weeks of student-directed curriculum. Students will be provided with a new two-week syllabus to use for the remainder of the class. Dates may be updated or changed from the original syllabus on the new one.

Modules and Suggested Schedule:

Module:	Completion Date:	Grading Date:
Introductions and Conclusions Corresponding Modules Work on Ex. 3	7/13	7/19
Conferences with Me if needed; Read <i>CoR</i> chapters 12 and 13 Corresponding Modules Work on Ex. 3	7/15	7/19
Introduction to Student- Directed Instruction; Flipgrid Activity; Due: Exercise 3. Submit to Canvas By 11:59 pm.	7/17	Rolling



Weeks Ten and Eleven

At this point in the semester, you should have received your new two-week syllabus for the remainder of the semester. In addition to working on modules provided on Canvas, students should spend about 30 minutes each class day on any of the following activities:

- Meet with me, subject librarians, student peer groups, or Miller Writing Center for consultations
- Implement any feedback into your in-progress paper
- Compose Paper 3 from the outline and the other writing assignments we've worked on thus far
- Turn in remix project and/or Paper 3 by the dates provided on the new syllabus. You may turn in these assignments early.
- Please note that writer's and editor's feedback on end-of-the-semester assignments tends to be somewhat shorter than feedback occurring at the semester's beginning. If you would like more in-depth or focused feedback, please indicate that in a comment on your submission or in an email prior to grading.

Modules and Suggested Schedule:

Module: _____ Completion Date: _____ Grading Date: _____

Refer to New Syllabus until end of semester.

