

English 1010/2010 Assignment Sequences

Department of English and Literature

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WPAs/Authors

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Textbook

Everyone's an Author (with readings) by Andrea Lunsford, et al., 3rd Edition

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English 1010**Unit I (Option A): Thinking About Writing Communities****Purpose**

An effective way to engage with the topic of writing is to consider how writing matters in various communities on a daily basis. This paper provides the chance to reflect in a personal way about a writing community you successfully joined by learning how to use the language and reasoning skills of that community. By using personal experiences and anecdotes, you will trace your movement from an outsider to an insider in a particular community. Examples of writing communities include a specific workplace, a sports team, a church community, a social or college club, a different country and language, a specific discussion forum--online or in-person.

Task

Write a 3-5 page personal narrative that explores a particular writing community that you are very familiar with and that you feel comfortable discussing with your peers. This writing community should be one that you have chosen, rather than one you were born into. Pick a clear writing community, explain and analyze the writing community's specific language practices and value system, and show readers that you have become a full member of this community by learning those language practices. Follow these specific steps:

1. Include a main point or take-away (thesis) in the beginning of your essay to clearly indicate to readers what the essay is about and what overall point you wish to make.
2. Identify the community's specific reasoning (logos), its values and emotions (pathos) and explain how you built your credibility (ethos) as a new community member.
3. Explain some of the tensions and limitations of this writing community: do some members demand or disapprove of certain language use?
4. Use what cultural anthropologist Clifford Geertz calls "thick description" in your essay to identify a particular setting, mood, and people's characteristics (names, ages, etc.). Show, rather than tell, by using sensory details in your own writing that cue readers to visual, auditory, olfactory, tactile, and kinesthetic aspects.
5. Highlight one or two particular incidents (anecdotes) in which the community's language practices are nicely evident.
6. You may use quotes from individuals of this community, or from texts the community uses. Make sure to integrate such quotes into your essay.
7. Your audience are your peers and myself, your instructor. Thus, tailor the language of your essay to us, your real audience, and use a style that is distinctly your own.

How You Will Be Graded

- 3-5 pages (double-spaced)
- Selection of an interesting and suitable community
- Analysis of writing community's language practices by concise and accurate identification of *logos*, *ethos*, and *pathos*
- Inclusion of specific anecdotes, using "thick description" to elaborate on events
- Evidence (in the form of examples/anecdotes) that support a clearly articulated main take-away (thesis)
- Use of persuasion and creativity to effectively convey the overall point
- Careful paragraph organization that creates cohesive overall structure
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- "Introduction: Is Everyone an Author?" pp. xxix-xxxiv
- "Thinking Rhetorically," pp. 5-17
- "Writing a Narrative," pp. 186-228
- "Means of Persuasion: Emotional, Ethical, and Logical Appeals," pp. 421-432
- "Meeting the Expectations of Academic Writing," 35-49

English 1010

Unit I (Option B): Literacy Narrative

Purpose

By reviewing how you've become the literate person you are and by deeply exploring one aspect of that process, you will be able to identify and analyze your habits, assumptions, and beliefs about reading and/or writing and how they were formed. In addition to writing an engaging story, you will also reveal an insight, a moment of relevance beyond the personal. Basically, you will pick an event from your past—either positive or negative—and connect that event to your current disposition towards and abilities in reading and/or writing..

Task

Write a 2-3 page autobiographical narrative based on your literacy experiences that communicates some insight to the rest of the class. Not only will you write an engaging and memorable narrative, but you must also expand on the narrative's relevance beyond the personal. In other words, you should include how reading and writing function in a broader context. For example, how has your understanding of literacy changed once you entered the university? Or, how did a specific experience, like winning a spelling bee, affect you culturally and socially? Perhaps, learning a new literacy skill changed or improved the ways others perceive you.

Please note that you do not have to pick either reading or writing. Often, our interactions with reading and writing are intertwined. Also, this essay does not have to be a rousing exposition about why writing and reading are the joy of your life if they are really the bane of your existence. Be honest. Tell a good story about an important literacy event.

The audience for this paper will be to your instructor and your fellow classmates. One reason for writing to such a specific audience is to begin breaking the habit of writing to some vague, objective audience who may or may not care about your topic. Instead, approach this paper in a way that helps us (the readers) get to know you better. For this essay, then, you may write in a more informal style that is distinctly your own—just make sure that you're communicating clearly.

Include these specific steps:

- Tell the story of an especially important event that profoundly shaped you as the literate person you are today.
- Describe an important educational or non-educational experience that influenced your literacy learning in some way.
- Share the experience with your audience in as much detail and interesting storytelling as possible--using “thick description.”

- Experiment and be creative, but keep in mind the purpose of the assignment as well as your audience.
- Choose an artifact that you connect to your literacy moment to begin your thick description. For example, is there a book or pen that you associate with reading or writing? Or, do you always read in a particular chair? How do such artifacts aid in your learning process?

How You Will Be Graded

- 3-5 pages, double-spaced, properly formatted
- Essay is creative and imaginative
- Use of descriptive language
- Inclusion of a clearly stated, cohesive argument.
- Inclusion of a strong thesis statement, clear and thoughtful reasoning, and appropriate evidence to support your claims, while also offering an accurate and fair analysis of the discourse community
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- “Introduction: Is Everyone an Author?” pp. Xxix-xxxiv
- “Thinking Rhetorically,” pp. 5-17
- “Writing a Narrative/“Here’s What Happened,” pp. 159-200
- “Analyzing and Constructing Arguments,” pp. 389-401

English 1010

Unit II: Writing a Summary, Reviewing a Text

Purpose

An important element of studying language and improving our writing skills involves understanding texts and accurately informing others about what those texts mean. Reading critically and carefully is an essential skill for any strong writer. In addition, accurately summarizing someone else's arguments is equally important for a good writer. Thus, for this essay you will pick an audience of your choice and you will **summarize** for your audience a text by analyzing and mapping a writer's argument, understanding the specific details in a text, and informing your readers about the text's evidence and arguments. You will also **review** the same text by either recommending or not recommending the text to your readers.

Task

Write a 2-3 page essay in which you summarize and review a text, based on careful reading of the writer's argument. First, make sure you fully understand the writer's argument and all the details of the text. Then, summarize accurately and succinctly the writer's claims. Finally, conclude with your review and a recommendation for your audience. The point of this paper is not to simply agree or disagree with the author, but rather to use careful reading strategies to understand what a text is trying to convey. Then, you will evaluate the text for your own audience.

Include these specific steps:

1. Provide relevant information about the text, the author, and the subject.
2. Carefully read and break down a text so you fully understand its points and its structure.
3. Pick a specific audience to whom you wish to address your paper and pay attention to the audience's needs and expectations.
4. Include a main take-away (thesis) that indicates how your paper is structured and what it is about.
5. Carefully and accurately summarize the writer's main points and how exactly the writer argues and develops these main points. Explain the writer's logic (*logos*) and the sort of evidence, data, stories, or descriptions the writer uses.
6. Effectively integrate quotations, and paraphrase from the text into your own essay.
7. Include a clear review, or recommendation, of the text, as well as your criteria for the evaluation: do you want your readers to read the text, or do you find it is not worth their time? Why or why not? Support your recommendation with clear examples.
8. Be aware of the ethics of reviewing as you consider the effects of your judgments.

9. Feel free to include in your essay visual elements (color and graphics) to represent the text's argument: mapping the argument, creating a spider graph, an outline, or a visual representation of the text.

How You Will Be Graded

- 2-3 pages (double-spaced)
- Inclusion of all relevant information about the text
- Summary reflects a close, accurate, and careful reading of the text
- Use of specific details from the text to support the review/evaluation
- Use of persuasion, creativity, and imaginative elements to directly engage the chosen audience
- Careful paragraph organization creates cohesive overall structure
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- “Writing a Review,” pp. 328-347

English 1010

Unit III : Analyzing a Text

Purpose

The purpose of this assignment is to better understand how various factors affect the ways authors craft their arguments. In this paper you will analyze the ways in which authors have considered the audience, purpose, stance, context, and medium/design when they constructed an article or essay. Learning to approach a text in this analytical way will help you better understand how complex texts are written and will familiarize you with using those strategies in your own persuasive writing.

Task

Write a 5-6 page analysis essay that discusses a particular text as assigned by your instructor. First, summarize the text's overall content and scope, and then offer a detailed, well-structured analysis of how the author has incorporated the needs of the intended audience, a specific purpose, a particular stance, a larger context, the demands of the genre and of the medium/design.

Follow these specific steps:

1. Provide relevant information about the text, the author, and the subject.
2. Include a main take-away (thesis) that indicates how your paper is structured and what it is about.
3. Use appropriate “evidence” for your textual analysis, including concrete details from the text and in-text citations.
4. Specifically analyze the text’s “rhetorical situation:” genre, audience, purpose, stance, context, and medium/design.
5. Make sure your paper represents a fair and accurate summary of the text.
6. Use exact quotations and accurate paraphrases to support your claims.
7. Describe in detail what the text says and HOW exactly it says it.

How You Will Be Graded

- 5-6 pages (double-spaced)
- Analysis of the arguments presented by the text
- Focus on audience, purpose, stance, context, genre, and medium/design
- Use of specific examples, quotations and images
- Focused thesis statement supported by evidence
- Careful paragraph organization creates cohesive overall structure
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- “Thinking Rhetorically,” pp. 5-17

- “Rhetorical Situations,” pp. 28-34
- “Reading Rhetorically,” pp. 67-78

English 1010**Unit IV: Establishing the Facts****Purpose**

In order to help us more fully understand the complexity of any given issue, this essay will focus on “stasis theory,” a concept and practice used by orators in ancient Greece. As Andrea Lunsford and her co-authors explain in our textbook, stasis theory “takes you to the heart of the argument” (419) by systematically identifying the overall facts (or the general state) about any interesting and relevant issues of our day. Stasis theory is a powerful method of inquiry because it generates a series of pertinent questions to gain a deeper sense of an issue’s complexity. This sort of analysis also allows you to understand the impasses in an argument--what’s at stake, where decisions need to be made, and how you can enter the conversation.

Task

Write a 5-7 page essay in which you perform a systematic analysis of an issue. In this way, you will analyze an argument and find a specific point of contention at which you can enter the conversation. Your paper will consist of TWO SECTIONS that are cohesively connected to each other:

1. Interrogate a single article that your instructor picked, performing an analysis of the issue presented in the article. Uncover “the facts” of this issue by presenting how the text addresses the following four questions:
 - What specific facts or data are relevant to the issue?
 - How can the issue be defined?
 - How much does it matter and why?
 - What actions should be taken?
1. From this analysis, identify an impasse--a moment of tension between what the author believes and what you believe. This tension will be an opportunity for you to enter the discussion by making a new claim. On which of the four questions do you disagree with the author? On which point would you want to intervene and offer an alternative view or claim? Locate another credible source, from the textbook, or the UVU Library Database about this point of contention. Then, offer your own position on the issue by making a new claim and supporting it with evidence from the second article.

Assume that the audience of your essay is academic--your peers, your professor, and other college-educated readers. Adjust your tone and stance to effectively engage this audience.

How You Will Be Graded

- 5-7 pages (double-spaced)
- Analysis of and commentary on an issue according to the directions above
- Overall point of scope of paper is presented in the introduction (thesis)
- Use of two sections (that are roughly equal in length): (1) “the facts” about first article and (2) your own position supported by second article
- Second part of paper includes an argument: claims are supported with credible evidence
- Careful paragraph organization creates cohesive overall structure
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- “What’s at Stake,” pp. 419-421
- “Analyzing and Constructing Arguments,” pp. 405-451
- “Strategies for Supporting an Argument,” pp. 451-474

English 1010

Unit V (Option A): Writing Portfolio

Purpose

A writing portfolio is an end of the semester collection that demonstrates your accomplishments in the course. It includes copies of final assignments, rough drafts and comments from peers and instructors, and a portfolio narrative that reflects on your writing process throughout the semester. In addition to assessing your strengths and weaknesses as a writer, your narrative should also address your future goals as a writer.

Additionally, the portfolio narrative is an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course. Reflecting on what you've accomplished can help you retain the lessons you've learned and prepare the way for improvement in your future writing projects. This portfolio is not an evaluation of the class or instructor (you'll get a chance to do this in the course evaluations); rather, it is an evaluation of what *you* have learned about writing, what *you* have accomplished in the semester, and about *your* ability to set your own writing goals and assess your own written work.

The audience of the Portfolio will be your instructor. As a capstone project for the course, the portfolio will be read with great interest by your instructor to assess and grade, and may even be used to measure how effectively the course objectives have been achieved. You want to write an honest and penetrating exploration of your composing process and products, while having a compelling story of specific gains earned through your struggles and victories.

Task

Compile and submit a portfolio that includes the following:

- Your best essays and other projects (usually 2 or 3 formal assignments, along with the final revised Establishing the Facts essay).
- Rough drafts and peer and instructor reviews tracing your progress for each assignment.
- Evidence of your writing as a process (including freewriting, reading responses, brainstorming notes, in-class work, group work, Canvas discussion posts, etc.).
- 2-3 page Portfolio Narrative: this narrative is a persuasive task, telling readers what you've learned in this course. Using your portfolio materials as supportive evidence, explain what your work says about you as a student and writer. Help your instructor understand why you included the materials you did and what this says about your work in this course. So, for example, if you claim to have improved your organization, you can point to your improved paragraphs, transitions, or how you moved sections around to increase clarity or remove redundancies.

Suggested Organizational Format of Portfolio

- Begin with a cover page that includes a title, your name, course, instructor, and date.
- Next, include the Portfolio narrative.
- Then, provide the papers and drafts that support the Portfolio narrative in consecutive order (so if you begin with the Rhetorical Analysis, put it first, followed by the next item addressed in the statement).
- Clean copies of final drafts of formal assignments should be placed on top and then followed by rough drafts, peer reviews, instructor comments, notes, or other related work to the assignment (in the order addressed).
- When addressing multi-modal projects, the same principles apply: describe what you did to improve the project over time, include early versions (give links if stored on the web or provide PDF copies), and use evidence from your collected works as support in your portfolio narrative.

How You Will Be Graded

- Portfolio narrative is 2-3 pages (double-spaced)
- Portfolio narrative is persuasive and makes an argument about the writer's growth and development
- Demonstration that you have thought carefully about your writing and your writing process
- Thorough consideration of writing and revision process, including instructor and peer feedback
- Accuracy in formatting, grammar, spelling, and mechanics
- Inclusion of each paper or assignment mentioned in the narrative in various versions of the writing process

Textbook Help

- "Assembling a Portfolio," pp. 793-801

English 1010

Unit V (Option B): Reflection Essay

Purpose

At the end of the writing process, it is always beneficial to reflect on your own terms about what you have written and the process that allowed you to complete each task. This semester, you were asked to analyze a number of texts and to write in a variety of genres. You also learned useful rhetorical skills that you can employ in your writing in other classes. This short essay presents an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course.

Task

Write a 2-3 page reflection essay to your instructor to reflect on your experience as an English 1010 student. You may want to consider more carefully and critically why writing matters to you as a university student. In addition, you may want to address your future goals as a writer. How will you continue to hone and practice different writing skills? Follow these specific steps in your reflection letter:

- As a way of introducing your reflection essay, think about your writing process by completing the following statements with at least two additional explanatory sentences:
 - “I believe writing is...”
 - “I believe revising is....”
 - “I believe that writing courses are...”
- In the rest of the letter to your instructor, address some of the following questions (you do not need to cover all of them):
- **Review** each major assignment in this course. What are the strengths and weaknesses? Which is your strongest piece of writing? Explain why it is the best and how it demonstrates what you have learned in this course. Which assignment is the weakest, and how would you change it if you could?
- **Analyze** your writing process. Study your drafts, notes, and discussions on Canvas. Look at peer feedback responses. How did they help you revise? What was most helpful? What was not helpful, and why? Which of your instructor’s comments and suggestions were most helpful?
- Describe your writing process. What strategies have been most helpful?
- Reflect on your work as an author. What are you good at? What kind of writing do you like the most, and why? What kinds of writing do you struggle with, and why?
- Define your goals. What have your writing assignments helped you understand about yourself as a writer? What do you want to work on in the future?

How You Will Be Graded

- 2-3 pages (double-spaced)

- Demonstration that you have thought carefully about your writing and your writing process
- Thorough consideration of writing and revision process, including instructor/peer feedback
- Claims are supported with evidence from personal experience in this class
- Reflection demonstrates your writing ability
- Careful paragraph organization creates cohesive overall structure
- Accuracy in formatting, grammar, spelling, and mechanics

Textbook Help

- “Reflecting on Your Writing,” p. 812

English 2010**Unit I (Option A): The Project Proposal****Purpose**

A project proposal is your first opportunity to define a topic that you will work on for the semester, share your interest in it, ask important questions, consider other viewpoints, and establish a research plan to help you complete your research and the other major assignments in this course. Beginning with a reflection on what you already know and need to know, in the Project Proposal you then define your role and purpose in addressing the topic, setting up important questions to answer through research. After conducting preliminary research (Wikipedia would be a good starting point), you propose a tentative thesis and consider the stakes of your research.

Task

Write a 3-4 page proposal in which you propose your semester research topic. Present this information in a concise and persuasive fashion. Choose a topic that you want to investigate; you should learn about your topic as you conduct research. Do not choose a topic that has already been resolved or that you feel you will not change your mind about.

Overall, you must convince your audience of your scholarly investment in the topic at hand. To that end, include the following elements in your proposal:

1. Topic Summary: Name and define the topic.
2. Interest in Topic: What brought you to consider the topic? Why is it important to you? Why is it important to others?
3. Research Question(s): What do you need to know about the topic? Why do you need to know this information?
4. Working Thesis: Use what you've learned in your preliminary research to come up with your preliminary position or claim about the topic.
5. Research Plan: Generally speaking, what types of sources will be most helpful (scholarly vs. popular, older vs. newer, reports, studies, peer-reviewed journal articles, books, podcasts, documentary films, blogs, newspapers, museum exhibitions, etc.)? What key search terms or phrases promise to be useful in your upcoming research? Would it make sense for you to complete some primary research of your own?
6. Research Stakes: What are the implications of your proposed research?
7. Proposed Schedule: When will you complete the major tasks of this project? What are the major dates for completing secondary and primary research, as well as first drafts and revisions?
8. List of Sources: Which articles, web sites, and other sources did you read and consult to prepare your slideshow presentation?

How You Will Be Graded:

- Thorough consideration of the proposed topic
- Summary of research topic based on preliminary research
- Description of interest in topic
- Research question(s) based on preliminary research
- Working thesis
- Detailed research plan (including types of sources and search terms)
- Stakes of proposed research
- Concise explanations in logical paragraphs
- Persuasive scholarly investment and student's interest
- Accuracy in grammar, spelling, and mechanics

Textbook Help

- “Starting Your Research,” pp. 445-454
- “Project Proposals,” pp. 356-360

English 2010**Unit I (Option B): The Slideshow Project Proposal****Purpose**

A project proposal is your first opportunity to define a topic that you will work on for the semester, share your interest in it, ask important questions, consider other viewpoints, and establish a research plan to help you complete your research and the other major assignments in this course. Beginning with a reflection on what you already know and need to know, in the Project Proposal Slideshow you then define your role and purpose in addressing the topic, setting up important questions to answer through research. After conducting preliminary research (Wikipedia would be a good starting point), you propose a tentative thesis and consider the stakes of your research.

Task

Create a presentation using any slideshow platform (Google Slides, PowerPoint, Adobe Spark, or MS Word thumbnails, etc.). The information required should be presented in a concise and persuasive fashion and with an eye towards good design (including images) that is appropriate to your topic. Overall, you must convince your audience of your scholarly investment in the topic at hand. To that end, include at least one slide for each of the following elements:

9. Title Slide: Your name, date, and the course number
10. Topic Summary: Name and define the topic.
11. Interest in Topic: What brought you to consider the topic? Why is it important to you? Why is it important to others?
12. Research Question(s): What do you need to know about the topic? Why do you need to know this information?
13. Working Thesis: Use what you've learned in your preliminary research to come up with your preliminary position or claim about the topic.
14. Research Plan: Generally speaking, what types of sources will be most helpful (scholarly vs. popular, older vs. newer, reports, studies, peer-reviewed journal articles, books, podcasts, documentary films, blogs, newspapers, museum exhibitions, etc.)? What key search terms or phrases promise to be useful in your upcoming research? Would it make sense for you to complete some primary research of your own?
15. Research Stakes: What are the implications of your proposed research?
16. Proposed Schedule: When will you complete the major tasks of this project? What are the major dates for completing secondary and primary research, as well as first drafts and revisions?

17. List of Sources: Which articles, web sites, and other sources did you read and consult to prepare your slideshow presentation?

Save your Proposal Slideshow as a PPT, PPTX, or PDF file or a web link and upload it to Canvas.

How You Will Be Graded

- Summary of research topic based on preliminary research
- Description of interest in topic
- Research question(s) based on preliminary research
- Working thesis
- Detailed research plan (including types of sources and search terms)
- Stakes of proposed research
- Concise explanations
- Persuasive scholarly investment and student's interest
- Appropriateness of design scheme, layout, and images
- Accuracy in grammar, spelling, and mechanics

Textbook Help

- “Starting Your Research,” pp. 477-485
- “Project Proposals,” pp. 386-390
- “Making Presentations,” pp. 794-802
- “Making a Presentation/A Roadmap,” pp. 803-808
- “Designing What You Write,” pp. 757-775

English 2010**Unit II: Structured Research Notes****Purpose**

Structured Research Notes (called “annotated bibliographies” by scholars and researchers) are a documented collection of published research on a topic with concise summaries and evaluations of each source. That is to say, when you write an annotated bibliography, you are doing three things: (1) documenting your sources and listing them in alphabetical order by author’s last name (or title if there is no author), (2) summarizing each source, and (3) evaluating each source by describing how the source might be useful to your project. Creating such research notes calls for the application of several important skills: informed library research, the ability to distinguish between different types of sources, an understanding of different research methodologies, close reading, and concise exposition and analysis. Research notes are also a great way for researchers to enter the academic conversation on their topic. They are often shared among scholars in various fields because they indicate the scope of a topic, organize research on a topic area, demonstrate the quality of sources, and prepare the way for future writing. Indeed, your sources and annotations from this assignment will make you an expert in your topic area and will become part of the next two papers this semester.

Task

Create an Annotated Bibliography with eight (8) published sources reflecting a diversity of perspectives in your topic area. At least five (5) of these sources must be scholarly, peer-reviewed sources. The other sources can be scholarly or popular. List sources alphabetically and cite them properly using the citation style your instructor has explained (MLA or APA). Beneath each citation, provide an accurate, concise, and informative annotation, in paragraph form, that addresses all of the following:

1. Author name(s), credentials, and background (briefly).
2. Type of source (report, study, peer-reviewed journal article, website, book, podcast episode, blog post, newspaper article, museum exhibition, etc.) and the main topic it addresses.
3. Summary of the source’s methodology: authors use primary research (empirical; qualitative or quantitative); or, authors refer to secondary research and offer a meta-analysis; or, authors write an interpretive essay or article in which they draw on other authors and their ideas or concepts.
4. The main thesis and/or the conclusions most pertinent to your research questions or project goals. Avoid quotations--paraphrase instead, providing correct in-text parenthetical citations. Use author tags (such as “According to X” or “As X suggests”) in every sentence of your summary to attribute these details to the author(s) of the source.

5. Any limitations or biases in the source; consider the set-up of the primary research, or the study sample, or the scope of the research. Often, researchers will address some limitations themselves in their article.
6. Evaluation of how you might use the source in your upcoming essays. Use first-person metacommentary (such as “I intend” or “I plan”) in every sentence of your evaluation to attribute these details to yourself, and not the author(s) of your source.

How You Will Be Graded:

- Inclusion of 8 sources, at least 5 of which are scholarly
- Sources represent different views and conclusions on your semester topic
- Sources are listed alphabetically and cited correctly using proper citation style
- Annotations include author(s) name, credentials, and background; source type, main topics, methodology, summary of thesis/conclusions, limitations, and evaluation of usefulness
- Annotations use author tags and metacommentary to distinguish between information attributed to the author(s) of the source (summary) and information attributed to the student writer of the assignment (evaluation)
- Annotations are each a single paragraph (no bullet points or sentence fragments).
- Annotations are accurate, concise, and informative
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- “Annotating a Bibliography,” pp. 529-533
- “Keeping Track: Managing Information Overload,” pp. 515-519
- “Starting your Research,” pp. 477-485
- “Finding Sources,” pp. 486-514
- “Evaluating Sources,” pp. 520-528
- “Synthesizing Ideas,” pp. 534-540

English 2010

Unit III: Presenting Research Perspectives

Purpose

This essay presents an opportunity to highlight the most important pieces of research that you have found and communicate their importance in a more casual voice to an audience of your choice. You will provide evidence and analysis of your topic to a specific audience in an accessible way, and you will inform your audience of the key issues that are at stake in the conversation on your topic.

For this class, there are three benefits to this assignment: it is a low-stakes way to think about your topic (in preparation for the formal argument you'll make at the end of the semester); it gives practice in summarizing, paraphrasing, and quoting towards the goal of communicating the stakes of your topic; and it's a chance to experiment with audience, stance, and style so you can rhetorically adapt to other writing situations in and beyond college.

Task

Use your proposed topic and Structured Research Notes to write a 4-6 page essay with the purpose of informing a specific audience about the variety of perspectives on your semester topic. In the next assignment you'll be making your own claims and forwarding a cohesive argument, but the objective here is simply to *summarize, inform, and analyze* the diverse views already expressed about your topic *without taking a position yourself*.

While this assignment is based on your Structured Research Notes, you should go beyond your annotations of a source and explain how the source represents an important perspective on your topic. The Structured Research Notes ask you to explain the relevance of a source; Presenting Research Perspectives asks you to assess in detail the strengths and weaknesses of major perspectives on your topic, with the goal of informing a target audience of your choice. This prepares you to explain and analyze each source towards supporting your own position in the Final Research Paper.

First, pick a *specific* audience (this choice will dictate your next two) to bear in mind. What parts of your research will they find helpful for understanding your topic and what is at stake? Then, select three (3) sources from your research representing a diversity of perspectives on the issue ensuring that each source offers something unique that adds to the complexity of the issue for your audience. Next, determine an appropriate stance (the attitude you want to take toward your topic) and style (word choice, sentence structure, and level of formality) and write an essay informing your audience about the variety of perspectives on your topic, accomplishing all of the following:

1. Briefly summarize the main point of each source
2. Highlight the key points/positions that make each source different from the others

3. Integrate details from each source using properly cited paraphrases and quotations
4. Analyze the strengths and weaknesses and/or the pros and cons of each source for your specific audience. (Even if you are drawn to one position at this point, you must consider all sides, finding both strengths and weaknesses in each source.)

Second, at the end of the assignment, include a one-page, double-spaced Audience Justification Statement to reflect on the major choices in language, style, and tone that you have made and clarify the rhetorical appropriateness of your choices. This statement should:

1. Explain what audience you chose to target and why
2. Identify specific rhetorical choices you made to appeal to your audience (such as level of formality, word choices, sentence structure, your title, your choice of sources, etc.)

How You Will Be Graded

- 4-6 pages (double spaced)
- Diversity of perspectives presented
- Accurate, concise, and informative summary of each source
- Balance of properly cited paraphrases and quotations from each source
- Analysis of strengths and weaknesses of each source
- Clarity of audience choice
- Appropriateness of rhetorical choices for specific audience
- Audience Justification Statement
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- “Writing Analytically,” pp. 249-251
- “Quoting, Paraphrasing, Summarizing,” pp. 541-554
- “What’s Your Style,” pp. 667-682
- “Mixing Languages and Dialects,” pp. 683-693

English 2010**Unit IV: Final Research Paper****Purpose**

In your Project Proposal, you speculated on an issue, proposing research questions, audiences, and potential claims. You then researched that issue and organized a descriptive list of eight sources in your Structured Research Notes. Next, in your paper about Presenting Research Perspectives, you analyzed the three main perspectives that surrounded your controversial issue for a specific audience. Now, it is time for you to combine all of those skills into an argument-driven research essay where you give your own perspective! For this Final Research Paper, you will make a claim or thesis, couple it with well-developed reasons and stakes, and use evidence from your research to support this claim for the scholarly audience interested in your topic.

Task

Write a 6-8 page argument-driven research essay that offers readers a full sense of your perspective and position about your semester topic. Include the following elements:

1. Begin with a clear and compelling thesis. (A good thesis makes a claim that is not too obvious, but an argument with which someone reasonable could disagree. A thesis statement should answer the research question you raised in your proposal in a concise way.)
2. In the introductory section, give a brief description of the scholarly conversation surrounding your topic and explain how your argument fits within but also carries on that conversation.
3. In your body paragraphs, develop reasons that support your main thesis and provide support for this thesis using evidence from your research.
4. Address counterarguments (or naysayers) by describing your opponents' positions fairly, making necessary concessions to any common ground you might share, and responding with a rebuttal.
5. Conclude by explaining the stakes of your argument, or why it matters to the conversation surrounding your topic. Address larger implications and concerns for potential future work or research.
6. Be sure to arrange your essay according to the type of argument you are making (see "Additional Textbook Help" below.)
7. Include a properly cited list of references at the end of your essay (not included in the page count).

How You Will Be Graded

- 6-8 pages, double spaced (not including list of references)

- Thesis
- Organization (overall structure and paragraphing)
- Argument: claims are supported with credible evidence
- Counter-arguments are being carefully considered and acknowledged or refuted.
- Effective integration information from research (summary, paraphrase, quotation)
- Appropriateness of rhetorical choices for scholarly audience
- Proper citation style
- Accurate formatting, grammar, spelling, and mechanics

Textbook Help

- “Meeting the Expectations of Academic Writing,” pp. 35-49
- “Arguing a Position,” pp. 143-185
- “Analyzing and Constructing Arguments,” pp. 411-450
- “Strategies for Supporting an Argument,” pp. 451-473
- “Synthesizing Ideas: Moving from What Your Sources Say to What You Say,” pp. 534-540
- “Quoting, Paraphrasing, Summarizing,” pp. 541-554
- “Giving Credit, Avoiding Plagiarism,” pp. 555-562

English 2020**Unit V: Companion Piece****Purpose**

In addition to your Final Research Paper, you will create a Companion Piece that repurposes or remixes the argument of your essay in a different genre/medium. The purpose of this additional assignment is to get you thinking about how to present your argument in a new way and for a non-scholarly audience.

Task

Create a Companion Piece that clearly expresses your topic and your argument in another genre or medium besides academic writing and for a non-scholarly audience. This Companion Piece must be an original creation. You might create a poster, protest sign, brochure, postcard, memes, t-shirt graphic, song lyrics, poem, or video. Your creativity is your only limitation!

How You Will Be Graded

- Connection to topic and argument
- Originality and creativity
- Rhetorical appropriateness of choices to genre/medium and audience
- Accurate formatting, grammar, spelling, and mechanics

English 2010

Unit V (Option A): Writing Portfolio

Background

A writing portfolio is an end of the semester collection that demonstrates your accomplishments in the course. It includes copies of final assignments, rough drafts and comments from peers and instructors, and a portfolio statement that reflects on your writing process throughout the semester. In addition to assessing your strengths and weaknesses as a writer, your statement should also address your future goals as a writer.

Additionally, the portfolio statement, or reflection letter or essay, is an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course. Reflecting on what you've accomplished can help you retain the lessons you've learned and prepare the way for improvement in your future writing projects.

As a capstone project for the course, the portfolio will be read with great interest by your instructor to assess and grade, and may even be used to measure how effectively the course objectives have been achieved. Because it is a reflective genre, you, the author, may be the most important audience for the portfolio, as choosing your best work and assessing your own writing is a critical practice that helps to solidify learning gains. As it turns out, for this assignment you and your instructor share similar audience needs: You want to write an honest and penetrating exploration of your composing process and products, while having a compelling story of specific gains earned through your struggles and victories—pretty much what your instructor wants to read.

Assignment Details

Compile and submit a portfolio that includes the following:

- Your best essays and other projects (usually 2 or 3 formal assignments, along with the final revised research paper).
- Rough drafts and peer and instructor reviews tracing your progress for each assignment.
- Evidence of your writing as a process (including freewriting, reading responses, brainstorming notes, in-class work, group work, Canvas discussion posts, etc.).
- Portfolio Statement: Use the prompts on page 796 in *Everyone's an Author* that ask you to review your work for strengths and weaknesses; analyze your writing process and strategies; reflect on your work as an author, and to define future writing goals and plans for improvement.

Style and Format of Portfolio Statement

Whether in a letter or essay genre, paper or electronic delivery, you should think of this as a persuasive task, telling readers what you've learned. Using your portfolio materials as supportive

evidence, explain what your work says about you as a student and writer? Help your instructor understand why you included the materials you did and what this says about your work in this course. So, for example, if you claim to have improved your organization, you can point to your improved paragraphs, transitions, or how you moved sections around to increase clarity or remove redundancies.

When addressing multi-modal projects, the same principles apply: Describe what you did to improve the project over time, include early versions (give links if stored on the web or provide PDF copies), and use evidence from your collected works as support in your portfolio statement.

Suggested Organizational Format

- Begin with a cover page that includes a title, your name, course, instructor, and date.
- Next, include the Portfolio Statement/Reflection essay.
- The proceeding sections should follow in the order they are addressed in your portfolio statement (so if you begin with the Rhetorical Analysis, put it first, followed by the next item addressed in the statement).
- Clean copies of final drafts of formal assignments should be on top and then followed by rough drafts, peer reviews, instructor comments, notes, or other related work to the assignment (in the order addressed).
- Requirements for Portfolio Statement: 2-3 pages, double-spaced, properly formatted.

Keep in mind that this is not an evaluation of the class or instructor (you'll get a chance to do this in the course evaluations); rather, it is an evaluation of what *you* have learned about writing, what *you* have accomplished in the semester, and about *your* ability to set your own writing goals and assess your own written work.

Tips

- Remember that the statement is yet another opportunity to showcase your writing ability for your instructor, so do it care and thoroughness.
- Map out your progress in the course visually. Which elements seem to dominate your visual representation?
- List the comments from peers and the instructor that you see. Are there suggestions that came up more frequently? What did you do to improve on the skill being mentioned?
- Enjoy the process! Remember that the portfolio is meant to help you see how you've improved as a writer and critical thinker.
- Consider that English 2010 is the last *required* writing course at the university. How will you continue to improve your writing and communication skills at Utah Valley University? What does this course mean to you, knowing you'll not be given an opportunity to focus on research and writing skills in such a capacity again?

Textbook Help

- “Assembling a Portfolio,” pp. 793-801

English 2010**Unit V (Option B): Reflection Essay****Purpose**

At the end of the writing process, it is always beneficial to reflect on your own terms about what you have written and the process that allowed you to complete each task. This semester, you were asked to analyze a number of texts and to write in a variety of genres. You also learned how to conduct library research, as well as how to use useful rhetorical skills that you can employ in your writing in other classes. This short essay presents an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course.

Task

Write a 2-3 page reflection essay to your instructor to reflect on your experience as an English 2010 student. You may want to consider more carefully and critically why writing matters to you as a university student. In addition, you may want to address your future goals as a writer. How will you continue to hone and practice different writing skills? Follow these specific steps in your reflection letter:

- As a way of introducing your reflection essay, think about your writing process by completing the following statements with at least two additional explanatory sentences:
 - “I believe writing is...”
 - “I believe revising is....”
 - “I believe that writing courses are...”
- In the rest of the letter to your instructor, address some of the following questions (you do not need to cover all of them):
- **Review** each major assignment in this course. What are the strengths and weaknesses? Which is your strongest piece of writing? Explain why it is the best and how it demonstrates what you have learned in this course. Which assignment is the weakest, and how would you change it if you could?
- **Analyze** your writing process. Study your drafts, notes, and discussions on Canvas. Look at peer feedback responses. How did they help you revise? What was most helpful? What was not helpful, and why? Which of your instructor’s comments and suggestions were most helpful?
- Describe your writing process. What strategies have been most helpful?
- Reflect on your work as an author. What are you good at? What kind of writing do you like the most, and why? What kinds of writing do you struggle with, and why?
- Define your goals. What have your writing assignments helped you understand about yourself as a writer? What do you want to work on in the future?

How You Will Be Graded

- 2-3 pages (double-spaced)
- Demonstration that you have thought carefully about your writing and your writing process
- Thorough consideration of writing and revision process, including instructor/peer feedback
- Claims are supported with evidence from personal experience in this class
- Reflection demonstrates your writing ability
- Careful paragraph organization creates cohesive overall structure
- Accurate formatting, grammar, spelling, and mechanics,

Textbook Help

- “Reflecting on Your Writing,” p. 812

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