Inquiry-Based Discovery Project and Re-Mix and Beyond!

For most of the rest of the term, we'll be working (both alone and in groups) on a project where you get to find out what people are saying about specific issues, analyzing how and why they say it, coming up with your own opinions about it, and figuring out how to get information to other people outside of school who might be interested in or benefit from what you learn.

So what *is* an inquiry-based discovery project anyway? Put simply, it's about curiosity. About following our interests, Googlepedia-ing, or talking to people. According to author Eric Kyle there are three phases to it, and for us, it all starts with one question – How are people "talking" about an issue:

- *Phase 1:* Formulating questions and initial understandings -- Consider why you're interested in that issue, what you already know about it, and why it matters.
- *Phase 2:* Exploration and Analysis -- Collect examples of the different ways people talk about it, no matter what genre it is (music, text, video, comics, etc). Analyze what each piece is trying to do and trying to convince us of, and how they're doing it.
- *Phase 3:* Discussion and Conclusions -- Compare and contrast the different positions. Analyze the effects they have on their audience. Discuss your own opinion about the issue now, how/whether it's changed since you started, and why.

After that, you'll take what you now know and believe, and turn it loose in the world. Think about who else (what group of people) outside of the classroom might benefit from that knowledge, choose a genre that would appeal to them, and then creating something in that genre: a brochure, or a photo essay, or an op-ed piece for a journal, or a short video, or music.

Readings/Websites
1. Perri Klass, "She's Your Basic LOL in NAD"
2. Kerry Dirk, "Navigating Genres"
3. Scott McCloud, "Chapter 1: Setting the Record Straight"
4. John Leo, "Journalese as a Second Tongue"
5. Cynthia Haller, "How to Walk, Talk, Cook, and Eat: A Guide to Using Sources"
6. Dana Lynn Driscoll, "Introduction to Primary Research: Observations, Surveys and Interviews"
7. Kyle D. Stedman, "Annoying Ways People Use Sources"
8. Rick Straub, "Responding, Really Responding, to Other Students' Texts"
9. Jeff Brilbo, "Remediation Assignment"
10. D-WRD Working Group @ DPaul University; Festina Lente, "Digital Writing, Rhetoric and Discourse"
11. Donald Murray, "Internal Revision"
12. Sandra L. Giles, "Reflective Writing and the Revision Process: What Were You Thinking?"

Steps of the Project

1. Choice of issues/topics: The first step is to select ideas that are interesting to you, and select a team of fellow researchers so you can find more – and more interesting – sources and materials in your investigation. Here's some information on how to do collaboration in a way that it doesn't make everybody crazy!
   - Choose a project manager.
   - Exchange contact information.
   - Brainstorm the project:

      i. What's your focus question, and are you all going to focus on the same thing, or are you going to be overall investigation plus specialized individual research?

      ii. What kinds of information are you looking for?

      iii. Think about all the kinds of sources and genres you could look for.

- Establish a task schedule with deadlines and who is going to be responsible for what part of the project.
- Create a Sandbox space for everybody to post their research no matter when they find it.
  - i. For each source, give the link, a summary of what it's about, and a brief rhetorical analysis.
  - ii. You can use OpenLab, a shared Google Drive, Yammer, Slack, or whatever the hot new app is! Decide at your first meeting and get it set up.

2. Start doing your research! Remember: it's not just library databases, it's also music, video, op-eds or articles from journals, interviews, surveys, images, short stories… whatever addresses your issue(s).

3. Use class time to talk about what you're finding – what questions you're coming up with, what new directions you find that somebody might want to investigate further, what positions your sources are taking.

4. Once you've gathered a bunch of stuff, separate it into genres and do a matrix for each genre, something like this:

OP-EDS	Source 1	Source 2	Source 3	Source 4
Purpose(s)				
Content				
Structure (where is the main point?)				
Linguistic features (tone, language)				

This will let you see what each source is saying about your issue and how they're saying it.

5. Create another matrix that lays out the different positions people are taking, something like this:

	Source 1	Source 2	Source 3	Source 4
Main point				
Genre				
Other important points				

This will give you a good feel for who agrees or disagrees with who, and why.

6. Create a written Team Introduction: the issue/topic, history/background information, why this is so important in general.

7. Create a Team Literature Review:
- Alphabetize your sources/examples.
- Use MLA to give the citation.
- Make sure there is a link, a summary, and a brief rhetorical analysis of each one.

8. Create a Team Exploratory Discussion: Do it just like a conversation, lay out the different positions, and compare them with each other.

9. Create a Team Presentation: Put together a short, three-minutes information presentation just to let the class know what you found. You can share any of your sources; in other words, if you found a great video or photo that gave your group some insight into the issue, feel free to share it with us.

10. In addition, you will each *individually* write a short Exploratory Discussion:

- Introductory paragraph: Why I chose this issue, what connection I have to it (if you do), what questions I had about the issue when we started, what my assumptions about or opinion of the issue I had when we started.
- Discussion: 1) What I discovered doing this investigation, and 2) What I think about it now – the same opinion, a different one, more questions that weren't answered, a deeper understanding of the issue.

Doing the Re-mix

Once you've done all of this, it's time to think about how to get that information to other audiences – other people who might benefit from what you've learned. You can do this by yourself, with a partner, or with a group. We'll talk a lot more about this in class, and see some examples, but the idea is to think of an audience and what genre you can use to best get information to them: brochure, op-ed, video, music, game, comic, website, etc.

Along with the re-mix itself, you'll write a brief Artist's Statement that discusses things like:
- Who your audience is and why you picked them.
- What genre you chose and why you chose it/how you know it will work for that audience.
- How you put it together. What problems you had. Who you went to for help.
- How well you think it turned out. What you would do differently (if you think you could or should!).

And, of course, you'll share the re-mix with the class.

Schedule, Topics, and Due Dates

Mon 3/4   Discourse Communities

Discuss discourse communities. Map your own in class.

- *Homework for next class:* Read Perri Klass, "She's Your Basic LOL in NAD." Then write brief answers to Meaning questions 1 and 2, and Purpose and Audience question 2.

Wed 3/6   More on Discourse Communities

Discussion: how do you join a Discourse Community? What happens if you can't?

- Homework *for next class:* Write and post (U2 blog post 2) about an experience you had where you tried to join a new discourse community. What happened? Were you able to?

Mon 3/11   Genres

How do we know a genre when we see one?

- *Homework for next class:* Read Kerry Dirk, "Navigating Genres," and do the prompt in U3 blog post 3 - GENRES

Wed 3/13   Analyzing Genres

Analyzing genres. Same idea – different genre. Why?

- *Homework for next class:* Read both Scott McCloud "Chapter 1: Setting the Record Straight" and John Leo "Journalese as a Second Tongue." Then create a genre matrix for each one.

Mon 3/18   Adding Rhetoric to our Analyses

What it means to have a rhetorical purpose. Doing a descriptive outline.

- *Homework for next class:* Do a short Rhetorical Analysis of either Scott McCloud OR John Leo. Post it in Unit 2 blog post 4 – RHETORIC.

Wed 3/20   What is Inquiry-based Discovery?

Discuss Rhetorical Analyses. Start the Inquiry project.

- *Homework for next class:* After we do the topic exercise in class, post on Open Lab a sentence of two about what topic or issue you want to investigate. Read everybody's post, then reply to at least two other people: you can leave a suggestion or question, or say if you're also interested in that topic. We'll create Teams from these posts.

Mon 3/25   Collaboration

Set groups and group rules, task schedules, etc. Brainstorm project. Set up shared space.

- *Homework for next class:* Read Cynthia Haller, "How to Walk, Talk, Cook, and Eat: A Guide to Using Sources.

Wed 3/27   Doing Research

Doing research. Collaboration work.

- *Homework for next class:* Read Dana Lynn Driscoll, "Introduction to Primary Research: Observations, Surveys and Interviews." Write down three ideas you and your group could use to gather primary research.

Mon 4/1   Research
Creating primary source investigation instruments. Teams meet.
Homework for next class: Read Kyle D. Stedman, "Annoying Ways People Use Sources."

Wed 4/3   Using Sources
Practice using sources in un-annoying ways. Teams meet.
- *Homework for next class:* Read Rick Straub, "Responding, Really Responding, to Other Students' Texts." Then write down questions you have about both the group document and your own part so that your group can discuss revisions effectively.

Mon 4/8   Team Meetings

Wed 4/10   Team Meetings

Mon 4/15   Draft of Group Project (Written section) due
Teams meet.
- *Homework for next time:* Brief presentation
- *FYI:* **The Team and Individual Exploratory Discussions are due Monday, April 29.**

Wed 4/17   Project Presentations due
Present Team project. Begin Re-mix Project.
- *Homework for next class:* **Work on Re-Mix Project – due Mon 5/6**.

SPRING BREAK 4/19-4/28

Mon 4/29   Discovery Exploratory Discussions due
Work on re-mix project. Meet with Prof Blain about Discovery drafts.
- *Homework for next class:* **Work on Re-Mix Project – due Mon 5/6.**

Wed 5/1   Re-mix
Continue work on re-mix project. Meet with Prof Blain about Discovery drafts.
- *Homework for next class:* **Re-Mix Project Presentation– due Mon 5/6**.

Mon 5/6   Presentations
Re-mix Project presentations
- *Homework:* **Artist's Statement due 5/13**

Wed 5/8
Finish Re-mix presentations. Begin **Final Portfolio (due end of day May 23).**
- *Homework:* **Artist's Statement**
- *Homework:* Read Murray.
- *Homework:* **One-on-one conferences next week!**

Mon 5/13-Wed 5/15
   Conferences
- *Homework:* Read essay for Departmental Final practice (Mon 5/20)

Mon 5/20   Departmental Final review and Practice
Wed 5/22   Departmental Final

FINAL PORTFOLIO DUE END OF DAY THURSDAY MAY 23!