## Appendix C

Teaching for Transfer: Week-by-Week Schedule and Major Assignments

#### Major Assignment #1: Source-Based Article on Genre, Audience, and Rhetorical Situation

Potential Sources for Study

• Lloyd Bitzer, “Rhetorical Situation”

• Kathleen Blake Yancey, “On Reflection”

• Billy Collins, “Commencement Address at Choate-Rosemary Hall”

• Martin Luther King, Jr. “Letter From Birmingham Jail”

• Nora Ephron, “A Few Words About Breasts”

• Gloria Anzaldua, “How to Tame a Wild Tongue”

• Al Gore, Jr. (w/ William Clinton), “White House Climate Change Action Plan”

• The McGraw-Hill Handbook, 3rd Edition, Chapter 1 (Writing Today), Chapter 2 (Understanding Assignments), Chapter 3 (Planning and Shaping), and Chapter 7 (Reading, Thinking, Writing).

For this assignment, you will write a 6–8 page source-based article, in which you will go beyond summarizing to analyze and make connections between the concepts of genre, audience, and rhetorical situation, and begin to develop a theory of writing. You will choose four of the assigned sources (which represent a variety of genres) listed above, from which you will incorporate evidence to support your ideas about these key concepts and reflect on a possible theory of writing.

You must first define the key terms audience, genre, and rhetorical situation and investigate their relationships within the context of all sources in order to determine the connections between them. You will closely analyze the sources you choose to write about in your article, looking at how each writer uses genre, handles the rhetorical situation, and reaches an audience. As you develop your article you will incorporate both the rhetorical strategies we will explore in class and your understanding of audience, genre, and rhetorical situation.

At the same time you are developing your article, you will also create a 2–3 page reflection piece in which you begin to develop your theory of writing, considering the concepts of genre, audience, and rhetorical situation and how they connect.

Week One: Course Introduction, Overview of Major Assignments

READING DUE:

Billy Collins; M-H Handbook Ch. 1

WRITING DUE:

Journal #1—What is Writing?

Reflection on Key Terms

Week Two: Genre, Rhetorical Situation

READING DUE:

Nora Ephron or Gloria Anzaldua; Martin Luther King; M-H Handbook Ch. 2

WRITING DUE:

Journal #2—Genre and Audience

Journal #3—Rhetorical Situation

Week Three: Rhetorical Situation, Audience

READING DUE:

Lloyd Bitzer; M-H Handbook Ch. 7

WRITING DUE:

Draft #1 of Major Assignment #1

Week Four: Workshop, Reflection

READING DUE:

Kathleen Yancey, “On Reflection”; M-H Handbook Ch. 3

WRITING DUE:

Draft #2 of Major Assignment #1

FINAL—Major Assignment #1; Reflection

Intro to Essay Two

#### Major Assignment #2: Inquiry-Based Research Essay

Potential Sources for Study

• Al Gore, TED lecture on climate change

• Paul Auster, “Why Write”

• Henry Jenkins, “Survivor Spoilers”

• Nora Ephron, “The Boston Photographs”

• Steven Johnson, “Where Good Ideas Come From” (excerpt from book and video)

• Nicholas Carr, “Is Google Making Us Stupid?”

• The McGraw-Hill Handbook, 3rd Edition, Chapter 15 (Understanding Research), Chapter 16 (Finding and Managing Sources), Chapter 18 (Evaluating Sources), Chapter 21 (Working with Sources and Avoiding Plagiarism), Chapter 22 (Writing the Paper), and Chapter 23 (MLA Citation Style)

• Sample student research essays

For this assignment you will write a 7–10 page research essay. The objective in developing this inquiry-based research essay is not, perhaps, like other research essays with which you may be familiar. In an inquiry-based essay, the development of a research question is the cornerstone of the essay, providing a guideline for you to follow your research wherever the information takes you. You are investigating and possibly raising additional questions rather than providing a definitive answer or arguing for one side or another. Therefore, the careful formulation of a solid research question about your topic is crucial to ensure your inquiry will be effective.

Once your research question is finalized, you will conduct extensive inquiry into the potential implications and significance of your research question. You will seek connections between the information you discover during your research and the potential significance to your topic, identified audiences, and further inquiry. Your thorough research of multiple sources, and full analysis of your findings, will be the foundation from which you develop your essay. Your sources should be used as evidence to support, contradict, or expand on your ideas, and your essay must include extensive analysis around the question you explore.

The following types of research must be incorporated into your essay:

• Field notes about an observation that you conduct

• An interview conducted by you with a subject relevant to your research

• At least 4 academic sources

• At least 3 popular media sources relevant to your topic

Throughout the research process, you will write several short assignments in various genres. These genre assignments are designed to keep your research focused, to have you reflect on the research process and your sources so that you might better analyze them, and to help you present strong ideas in your essay. Each genre assignment is designed to help you through various stages of your research.

Writing Genre #1: Research Topic Reflection

This reflection will be based on your topic exploration and initial research. You’ll reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can’t decide on a single question at this point, write about the top three you have in mind. We’ll work together on narrowing your focus into one final research question, and we’ll evaluate examples of strong research questions.

Writing Genre #2: Research Proposal (1–2 typed, single-spaced pages)

The proposal should identify the specific, final research question that you determine based on your initial exploration/research. Your proposal should discuss the same ideas as the topic reflection, but should be a more finely tuned presentation of the question your research will explore. Be sure to consider audience at this stage, specifically who might be interested in such an essay and for what type of publication it might be appropriate.

NOTE: This assignment is the last chance to change your research question. Once your proposal has been approved, the question you propose is final.

Writing Genre #3: Report on Research in Progress (1–2 typed, single-spaced pages)

In this report you will provide an update on your research in progress. You should provide the following information:

• Discuss the sources you have found so far and analyze their credibility

• Provide details about each source: how was each found, what makes each viable, and how you imagine each one effectively supporting your ideas

• Which source do you think will work best in your essay?

• Identify a source you found while conducting your research but have discarded, and explain why you are excluding it

• Discuss a source you are considering using, but about which you are still unsure, and explain your uncertainty

• Identify what’s missing in your research, and speculate about information you are still seeking from additional sources

Writing Genre #4: Post-Essay Reflection

In this reflection, you will explore the process of researching and incorporating sources into your essay. Your reflection will provide an opportunity for you to think through the connections between your sources, how you presented them to your audience in your essay, and for what purpose. Fully analyze the rhetorical strategies you have employed. Discuss how those strategies and the process of writing your research essay have contributed to the further development of your theory of writing.

Week 5: Research, Critical Analysis, Exigence

READING DUE:

Henry Jenkins; Nora Ephron; Steven Johnson

Student Essay Samples

WRITING DUE:

Journal #4—Knowledge

Research Topic Brainstorm

Writing Genre #1—Research Topic Reflection

Journal #5—Research Question Brainstorm

Week 6: Critical Analysis, Knowledge, Exigence

READING DUE:

Paul Auster; Al Gore; M-H Handbook, Ch. 15 and Ch. 16

WRITING DUE:

Final Research Question

Individual Conferences

DUE AT CONFERENCE: Research Proposal

Week 7: Individual Conferences (cont.)

READING & POSTING DUE:

Nicholas Carr; M-H Handbook Ch. 18 and Ch. 20

Journal #6—Research progress

MLA Citation

READING DUE:

M-H Handbook Ch. 21 and Ch. 23

WRITING DUE:

Writing Genre #3—Research Report

Draft #1 of Major Assignment #2

Week 8: Discourse Community

READING DUE:

Sample Student Essays

WRITING DUE:

Journal #7—Context

Works Cited Draft

Workshop Day

WRITING DUE:

Draft #2 of Major Assignment #2

Week 9: Workshop, Revision

WRITING DUE:

Draft #3 of Major Assignment #2

Journal #8—Reflection on Drafts

FINAL—Major Assignment #2 Due

Writing Genre #4—Post-Essay Reflection

Major Assignment #3: Composition in Three Genres

Potential Sources for Study

• George Clooney interview, Esquire, May 2009

• Photo essay, “The Death of Dr. Martin Luther King Jr.”

• Kathleen Yancey, “Made Not Only in Words: Composition in a New Key”

• Excerpt from An Inconvenient Truth documentary film

• Al Gore, “Nobel Peace Prize Acceptance Speech”

• Michael Jackson Obituary from the LA Times

• Steven Johnson Blog

• Bruce Springsteen interview on 60 Minutes – aired on January 9, 2009

• The McGraw-Hill Handbook, 3rd Edition, Chapter 4 (Drafting), Chapter 5 (Revising), Chapter 6 (Designing Texts), Chapter 14 (Multimedia Writing), and selections from Part 5 (Writing Beyond College)

For this assignment you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition which uses three different genres to communicate to a targeted audience about that same topic. You will use your previous research, along with new sources, to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. These three genres are up to you to decide upon, based on your analysis of the rhetorical situation and the way in which you respond to it.

In this assignment, you will be relating your topic to audience even further, incorporating additional evidence, presenting new arguments, and considering audience expectations. You will first strategically target a specific audience(s), then develop key messages to communicate to that audience—based on knowledge of your topic gained from developing the research essay—and finally create three genres designed to communicate those messages to your audience(s). You will also write a rationale to communicate the connections between genres and your strategies for choosing them, and you will write a reflection that will consider the effect of these choices on your audience.

This assignment requires you to engage your critical thinking, rhetorical awareness, and reflection capabilities in order to most effectively communicate with your specified audience. Your strategy will determine the choices you make in communicating to your audience, how you present the research, and what you create to convey your message. The composition will include:

• Three genres of communication created for your audience(s)

• A rationale for your composition (3–4 pages) that orients your reader to the purpose of your work and its significance to your audience

• A reflection (3–4 pages) that outlines the process from audience strategy to final composition, exploring the rhetorical choices you made in creating this project

• A works cited page – minimum of five sources (three from Essay #2 may count here) appropriate to the audience you define in your audience strategy

Potential Genres:

You may use any genres you feel are appropriate to your audience. The strategy you develop will guide you in choosing the genres you want to create. Communicating effectively to your audience by choosing genres best suited to conveying your message will determine the potential effect of your composition. You may choose one genre from each of the following areas:

• newspaper article/magazine article

• memoir/personal essay

• obituary

• advertising campaign

• photo essay

• website/blog

• short-feature video

• musical composition

• academic journal article or case study

• brochure

• speech

• multimedia presentation

• Other genres you think of, with instructor approval

Just as you did for the research essay, for this composition project you will engage in a series of short writing assignments designed to help you focus your thinking about audience, message, and outcome before you begin the composition.

Short Assignment #1: Potential Genres Proposal

Through a series of journal entries and in-class activities, you will explore various genres that might be appropriate to your project, and write a proposal outlining the ones you’re thinking about using in your composition. This proposal is designed to help you explore several possible genres and then narrow in on a strategy for the three specific genres (besides the rationale and reflection) you will ultimately use in your project. You should also consider your audience strategy as you write this.

Short Assignment #2: Audience Strategy

This strategy will be developed based on your research essay and your genres proposal. The audience strategy is the blueprint or foundation of your composition, so it is critical to develop a strategy with the end effect in mind. Planning in advance about how you will communicate your ideas to an audience will ensure its success; poor planning will result in a less-than-effective final project.

Short Assignment #3: Research Sources Report

In this report you will provide an update on your research sources, explaining which sources you will carry over from your research essay and why they make sense for your composition project. You will also report on the relevance of at least two additional sources you will use to support your project. Rather than finding additional sources about the topic itself, these sources may be about communicating your researched information to your identified audience.

Short Assignment #4: Reflection on Your Composition

In this reflection, you will analyze the process of moving from your research essay to your composition project, as well as think through questions that involve the key terms. Think about what rhetorical choices you have made, and consider the following questions: 1) Audience—what barriers in communicating to your audience(s) did you encounter? How did you overcome these barriers? 2) Process—how was the composing process different from your research essay? 3) Genre—why did you choose the three genres that you did? How did the genre affect the audience choice? 4) Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them? 5) Discourse Communities—how was your original discourse community affected in new genres?

Week 9 (cont):

Intro to Assignment Three

Week 10: Genre Exploration, Composing, Reflection—(Re)define genre

READING DUE:

Clooney interview—Esquire; Springsteen interview

WRITING DUE:

Journal #8—Genre Exploration

Context, Circulation

READING DUE:

Kathleen Yancey, “Composition in a New Key”; Martin Luther King Jr., Photo Essay

WRITING DUE:

Short Assignment #1—Potential Genres Proposal

Week 11: Audience, Reflection—(Re)define audience

READING DUE:

Los Angeles Times, Jackson Obituary; M-H Handbook Ch. 4 and Ch. 5

WRITING DUE:

Journal #9—Composing in Context

Revision Techniques

READING DUE:

Steven Johnson Blog; Inconvenient Truth Excerpt; Al Gore, Jr., “Nobel Peace Prize Acceptance Speech”

WRITING DUE:

Short Assignment #2—Audience Strategy

Week 12: Individual Conferences

READING DUE:

M-H Handbook Ch. 6 and Ch. 14, selections from Part 5

WRITING DUE:

Short Assignment #3—Report on Sources due at conference

Week 13: Project Work Day

WRITING DUE:

Update on Project

Week 14: FINAL PROJECT—Major Assignment #3 Due

Intro to Reflection Assignment

READING DUE:

How People Learn, Chapter 2, “How Experts Differ from Novices”

WRITING DUE:

Short Assignment #4—Reflection on your Composition

Major Assignment #4: Reflection-in-Presentation

Potential Sources For Study

• How People Learn, Chapter 2, “How Experts differ from Novices”

• How People Learn, Chapter 3, “Learning and Transfer”

Reflection allows us the opportunity to process knowledge and then apply that knowledge. Through reflection, we can come to an understanding and interpret what we have learned. This semester, on several occasions, we have used reflection in this way; in this final assignment you will return to this definition of reflection.

You have also been developing your theory of writing and what your theory of writing means in terms of its relationship to your writing—i.e., you have been exploring whether you enact your theory of writing in your own composition. As a result of this, you have had the opportunity to create a knowledge base of writing and its practices. In this final reflection, you will be returning to your theory to discuss several questions, including (but not limited to):

• Define your theory of writing.

• What was your theory of writing coming into ENC 1102? How has your theory of writing evolved with each piece of composing?

• What has contributed to your theory of writing the most?

• What is the relationship between your theory of writing and how you create(d) knowledge?

• How might your theory of writing be applied to other writing situations both inside and outside the classroom?

For each of these questions you will need to support your ideas with your previous writing in this course and, through these examples, interpret what you have learned. You will create a compelling argument for whatever you decide to write for this, supported by evidence and analysis of the work completed in class this semester.

You will choose a genre to work in—letter, email, essay, journal entry, or any genre you may desire that is approved by the instructor—that you feel best represents your goals for your reflection and then explain why you chose that genre. In turn, you will also describe how your chosen genre affects the outcome (the final product) of your reflection.

This final reflection is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you’ve acquired. Think of this piece as another move in the evolution of your theory of writing, and a chance for you to fully explore yourself as a writer and maker of knowledge.

Week 15: Theory of Writing, Reflection—your key terms

READING DUE:

How People Learn, Chapter 3, “Learning and Transfer”

WRITING DUE:

Journal #10—“The Unveiling of a Writer”

Week 16: Finals Week

Reflection-in-Presentation Due