**Teaching for transfer course assignments**

Featuring four major assignments, the TFT course opened with the four key terms that make up the subject of the first major assignment: develop a source-based article analyzing genre, audience, and rhetorical situation, and in the process use reflection to understand them. The first four terms provide a foundation from which students begin to develop their own theory of writing, which over time helps them create a framework providing for the transfer of knowledge about writing and writing practices. In addition, the two-part format of the assignment forecasts the design of the succeeding assignments, with each one having a writing task *and* a reflection task (written concurrently with the writing task) that is keyed specifically to the writing task and the terms locating it, as we see in the first assignment:

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 from the assigned reading sources (which represent a variety of genres) to incorporate evidence as support for your ideas about these key concepts and to 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 your 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 as 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.

In the second assignment, a research essay, students incorporate the second set of terms into their writing—exigence, critical analysis, discourse community, and knowledge. They analyze information from researched sources and intentionally explore the genres their research fall into—both the role of those genres and their audiences—working recursively to integrate the first set of key terms into the next set for this assignment. The writing practice is also recursive: students incorporate evidence from sources and analyze concepts, much as they did in the first assignment, but this time without sources provided and with the addition of four new key terms.

The third major assignment incorporates the next three key terms—context, composing, and circulation—as it moves students from researching and analyzing information to composing in three different genres, each of which communicates to a targeted audience on the initial research topic, but in new genres.

For this assignment you will move from researching and analyzing your topic, as you did in the Research Essay assignment, to creating a composition which uses 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 strategy and help you make the rhetorical choices necessary to create an effective composition. Your genres are your choice, based on your analysis of the rhetorical situation learned in the research process. In this assignment, you will relate your topic to an audience more strategically and specifically than you did in your research essay, incorporating additional evidence and new arguments designed for audience expectations. You will target your audience(s), consider the rhetorical situation, and develop genres to communicate to that audience based on the knowledge you gained in developing the research essay. You will also develop a *rationale* to communicate the strategy behind your genre choices, and a *reflection* to discuss the development of your project. This assignment requires critical thinking, rhetorical awareness, and reflection capabilities to most effectively communicate to your audience.

Students are encouraged to choose from a wide range of genres, from memoirs/personal essays, obituaries, and advertisements to short-feature videos, academic journal articles, case studies, and brochures. In addition, students compose a reflection that, again, is focused on what they have learned about composition by way of the key terms:

In this reflection, you will analyze the approach to and process of creating your composition project as well as thinking through questions that involve the key terms. Think about what rhetorical choices you have made and consider the following questions: What barriers in communicating to your audiences did you encounter? How did you overcome these barriers? Why did you choose the three genres that you used? How did genre affect audience choice and how did thinking about audience reflect genre choice? Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them? How was your original discourse community affected in new genres? How was the composing process different than with your research essay?

The final major assignment, a reflection-in-presentation, reintroduces two earlier key terms: reflection and knowledge. This reflection-in-presentation assignment—similar to Yancey’s reflection-in-presentation model but designed as a single text commenting on students’ composition over the duration of the course, rather than on a portfolio of work—asks the students to develop a theory of writing using key terms and their own writing from the semester as evidence for their theory.

Reflection allows you the **opportunity to process knowledge and then apply that knowledge**. In doing this, you can **come to an understanding** and **interpret** what it is you have learned. This semester we have used reflection in this way. In the final assignment you will use reflection to analyze and interpret your learning process. Over the semester, you have had the opportunity to create a knowledge base of writing and its practices. You have been developing a theory of writing as we’ve moved along, and in this final reflection you will finalize that theory, exploring the following:

1. What is your theory of writing?

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

3. What has contributed to your theory of writing the most?

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

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

Through this final reflection students combine their experiences of writing with the key terms to create a writing theory for themselves. To prepare them for this culminating task, students reflected on their theory of writing at ten different points during the term: six different journal assignments asked them to think through a specific key term they were learning at the time, and four short writing assignments—that worked toward one of the major assignments—also required students to define their theory at that moment. Given that the aim of the course is to foster transfer, the last question students address in the reflection-in-presentation is critical: it functions to underscore the idea and practice of transfer of writing knowledge and practice as it helps students continue developing after exiting the course.

More generally, as we shall see, students in all three classes offered different perceptions of course content, as well as different ideas about which type of content from their first-year composition course was applicable to future contexts. They also used their knowledge about writing in different ways, both successfully and unsuccessfully, in the writing situations they faced in the semester following the completion of each of the three courses. But compared to the other students, the ones enrolled in the TFT course had the advantage of a language and framework they had made their own. By working with key concepts reflectively, the TFT students created a composing passport to help them cross new writing boundaries.