

New York City College of Technology
English Composition I
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Units 2 & 3 Topics & Assignment Descriptions

(Adapted from Dr. Carrie Hall's)

Overview:

In order to explain Unit 2, I have to talk about Units 2 + 3 together first, because you're going to have to use some foresight in the research decisions you make; there will be planning, trial, error, planning again. It's all part of the process.

In **Unit 3**, you'll be writing a document in a new genre, one you haven't written in before, about the question you've decided to research in Unit 2. For example, in Unit 3, you might write a journal article for readers of the *American Sociological Review*, or the *Society and Mental Health* journal, or a science article for the readers of *Scientific American*, or for the readers of a Newsletter series, or create a How-To manual, report, manifesto, or a comic book. You might decide to write in a literary genre. Maybe you want to write a speech addressing a problem you outlined or discovered in your research for Unit 2.

You don't need to know exactly what you're going to be doing in Unit 3 yet. HOWEVER, you'll be doing some things in **Unit 2** that you'll need for Unit 3.

1. Researching a question you are truly curious about. You will use some of your research from Unit 2 when you write Unit 3.
2. Researching a variety of different genres, which will inform what you write in Unit 3.

Note: Throughout this process, we will continue reading and discussing topics related to Units 2 and 3. Also, where appropriate, I will provide resources (e.g. graphic organizers) to support your analysis and writing.

UNIT 2: Genre Investigation & Analysis – Rhetorical Analysis Essay

Unit 2 will be an investigation into and a report on a specific question about a topic that interests you. You will conduct research into various genres (four (4) sources), gather, and evaluate the information in those sources, and present a report on your findings. This report will be thesis driven based on your investigating, analysis, and thinking of your sources, and what you have learned from your investigation. You may arrive at an answer to your initial question, or you may find you're asking the wrong questions and will need to rethink your approach.

Outline of Tasks, Due Dates, and Points:

1. Ask and develop a specific question. This should be something you care about, something you've always wondered about—something that will keep you engaged, as you'll be continuing this line of inquiry in Unit 3 as well. Complete the **Formulating Your Research Question Worksheet** and have your question approved by me. If you change your question, your new question must be approved. (You cannot change your question past 10/23.) **Due Wed - 10/23. 10 Points.**

2. Research, gather information on, and analyze four (4) sources consisting of at least three (3) different genres. Complete an **Annotated Bibliography** for your sources. **Due Mon - 10/28. 40 points.**
3. Read and annotate sources with your question in mind. Complete a **SOAPSTone analysis** for each source. Then, to extend your analysis of each source, to think about the WHY behind the author's choices, complete the "Rhetorical Analysis of Sources Graphic Organizer." *Full details for this step are outlined in the "Rhetorical Analysis of Sources Plan."* As you analyze each source, take into account and note the relationship between the source and your research question. Compare and contrast your analyses of sources, coming to some conclusions about how the issue is discussed in these different sources (genres). Compose your argument, developing a claim about what you think about the effectiveness of each source in its message and purpose to the particular audience. Write a report on your findings.
 - a. Your analysis of each source must be at least 300 words--this is both **content analysis AND rhetorical analysis**, which we have discussed and will continue to discuss during this unit. In other words, **you must analyze not only what the source says, but how and why it says it.**
 - b. Remember, try to make this as interesting to your readers as possible. This gives you some leeway in choosing how you want to format your report, but make sure you consider what is best for your audience. **Due Mon - 11/4. 50 points.**
4. Write the rough draft of your report. The best way to go about this is to write the report for each source (you will have already completed this step using the guide outlined in the "Rhetorical Analysis of Sources Plan"), then write the introduction and conclusion. Remember that format and appearance count, so give yourself time to proofread and make it look great! Include a Works Cited page of your sources. Bring two (2) copies of your rough draft to class to participate in the peer writing-workshop. **Due Mon - 11/11. 50 points + 10 points**
5. Prepare the final draft of your report. Include a Works Cited page of your sources. **The entire report consisting of source analysis, introduction, and conclusion, and excluding the Works Cited page, should be at least 1800 words.** **Due Mon 11/18. 100 points.** *Upload one copy of your full report to Blackboard. Bring one copy of your full report to class on the due date.*
6. Reflect on your reading and writing in Unit 2 and write a reflective letter about the process. Consider: What did I learn from this process? About my own process of thought? About my reading process? My writing process? How can I apply what I have learned to other contexts? Your reflective letter should be **at least 500 words.** **Due Wed 11/20. 25 points.** *Upload one copy of your full report to Blackboard, OpenLab, and bring one copy of your full report to class on the due date.*

Timeline:

- **Proposal due: 10/23 - 10 points**
- **Annotated Bibliography and sources due: 10/28 – 40 points**
- **Rough draft (2 copies) due: 11/11 – 60 points**
- **Final draft due: 11/18 – 100 points** - *When submitting the final draft, you must attach (in the order listed): the rough draft, Rhetorical Analysis of Sources Graphic Organizer, the SOAPSTone analysis sheets, and the research question worksheet/proposal.*
- **Reflection due: 11/20 – 25 points.**

Grading:

1. Is your document readable and informative? Does it teach us about what you've learned, as it relates to question? Does it teach us, not only about the content of the sources you've chosen, but also the rhetorical situation surrounding those sources? In other words, is it a "good" source? Good for whom? Why?

2. Did you do solid research here? One of the main goals of the assignment is to learn something new about your topic AND to help you learn to find information on your own, to be applied to future situations. If you simply choose the first three options on Google, that's not doing enough, and your topic will most likely not be as nuanced as it could be.
3. Did you find sources in at least three (3) different genres? Did the genres you chose "gel" with the content – that is, did the genres you chose make sense for the goals of both Units 2 and 3?
4. Your report must look great and must be organized in a way that makes sense to the reader you have in mind (and to me!).
5. Is your language appropriate to the audience you have in mind? No matter how you chose to write it, the type of language you use (*how* it is written) must be consistent and must be appropriate to your audience. You should be able to explain with a good line of reasoning why you chose the language you chose.
6. Cite your sources and include a Works Cited page.

UNIT 3: Writing in a New Genre

In **Unit 3**, you will be using your research from Unit 2 to compose a document/artifact in a new genre. You might want to write a declaration, a manifesto, a rulebook, a magazine article (from a particular publication), a comic book, a children's book, short story, a video essay. Perhaps you want to create a multigenre piece that mixes multiple genres in the same document, or a multimedia piece with a written component. I hope you get the sense that the possibilities are endless; you have multiple publishing options for your Unit 3 genre. *Hint:* Think about your audience and the best way to communicate with them. Where could you publish or present your piece? At a TEDx conference? A gathering of experts in your field of study? To an arm of the government? To a school district? Or others?

The possibilities are virtually endless. The caveats are:

1. You must have a rhetorical understanding of the genre you choose.
2. You must make use of the research you did in Unit 2.

You cannot simply write an "article." You'll need to be specific, and the genre must contain words. It would help you to have a specific example (or model) of the genre in which you choose to write. You will have written about this genre, in some form, so use the knowledge you already have, and the knowledge you will gain from further research, to craft the best version of a document in the genre you've chosen. If you are choosing to do something say in video or song, you must transcribe the words. **The final word count for this will be 1500 words, at least.**

Some ways you might want to get started:

- Question your intent. Think, "What do I have to say? Why do I care about this topic? What is the best genre for me to communicate what I have to say?"
- Choose a genre you like and that you think best fits your intent. If you decide for instance that you want to talk about bodegas, or your bodega specifically, perhaps an exposé is best.
- The point here is, the topic and genre should gel.

Outline of Tasks, Due Dates, and Points:

1. **Proposal.** Consider again how your research and genre analysis in Unit 2 has addressed/influenced your line of questioning. What do you want to say? Why is your topic important to you and to the community at large? Which genre is best suited to communicating your message? Type your proposal. **Due. Wed - 11/20. 10 points.**

2. **Outline with sources chosen and genre mentor text (model or example of the genre you would like to compose in).** Once you've narrowed your focus/have chosen your genre, **outline** your argument. How will you support your general claim? What kind of sources would strengthen your argument? Which genre will serve as your mentor text? **Due Mon - 11/25. 40 points.**
3. **Rough draft.** Begin writing. Bring in research and the methodological knowledge you've gained from our investigation into genre and rhetoric. Look to your source/mentor text for ideas about structure. Bring two (2) copies of your rough draft to class to participate in the peer writing-workshop. **Due: Mon - 12/02. 50 points + 10 points.**
4. Based on feedback on your rough draft, conduct further research, if necessary, to support your claims/vision. Incorporate reflection and feedback in order to improve the final product.
5. **Final draft. Due: Mon - 12/09. 100 points.** *Upload one copy of your full report to Blackboard, OpenLab, and bring one copy of your full report to class on the due date.*
6. **Reflection.** Your reflective letter should be **at least 500 words. Due: Wed - 12/11. 50 points.**

Timeline:

- **Proposal due: Wed. 11/20 – 10 points**
- **Outline and sources due: Mon. 11/25 – 40 points**
- **Rough draft due (2 copies): Mon. 12/02 – 60 points**
- **Final draft due: Mon. 12/09 – 100 points** - *When submitting the final draft in class, you must attach (in the order listed): the rough draft, outline with sources chosen, mentor text with analysis annotations, and the Unit 3 proposal.*
- **Reflection due: Wed. 12/11 – 50 points**

Grading:

1. **Genre Awareness.** You must show an understanding of the “rules” of the genre you are working in. Part of the Unit 3 assignment is a “genre report” (similar to those you did in Unit 2). Is this thoughtful, and well-reasoned? Do you follow these guidelines in your final project?
2. **Audience Awareness.** Does your project do a good job at anticipating and accommodating the group to which it is addressed? Does your project make the diction, argument, genre, and design choices appropriate to your chosen audience?
3. **Care.** How carefully have you constructed a “finished work” in the genre of your choosing? For instance, a great deal of care was put into how a documentary organizes information and image to convey a particular message to an audience. This criterion will vary depending on your genre, but you must in all cases turn in a finished, organized project that is consistent and free of typos and formatting errors. You should be able to explain why everything is where it is.
4. **Effectiveness of Message.** Do you communicate a clear message to your intended audience? Your audience should walk away either having learned something that could change how they think about your topic, or else with productive questions about your topic. It should inspire nuanced engagement and curiosity in your audience.