

## **Unit 4: The Research Revision: A Scholarly Conversation, due Monday, May 22**

**Skills:** revising for a research project; assembling and incorporating different kinds of sources into an argument; formulating scholarly questions; placing different Argument sources in *conversation* with one another, while also staking out your own perspective.

**Percentage of final grade:** 20%

(Essay = 15%; presentation = 5%; EXTRA CREDIT ASSIGNMENT = potential bonus 4-6%))

**Word Count:** 1700 words

### **Description:**

Revise *either* your rhetorical analysis essay *or* your lens essay, staging a scholarly conversation about your chosen topic.

If you are revising your rhetorical analysis essay, you should:

1) stage a *conversation* about the MLK text chosen in your Rhetorical Analysis essay *and* one of MLK's other speeches. Compare and contrast their respective approaches to a particular issue (e.g. violence),

*either* focusing on the historical reasons for the contrast/similarity in ideas,

*or* comparing the subsequent influence of each text's treatment of the issue (e.g., whom did King's Vietnam speech influence, in terms of its depiction of war?).

If you are revising your lens essay, you should

1) formulate a scholarly question about your chosen exhibit, presenting it in historical and/or present day context;

2) give the reader a clear sense of the present *conversation* about the issue;

3) make a case for your own answer to the question.

In either case, you should:

-pursue questions relating to the themes of racial and/or technological progress that we have discussed in this course.

-use **at least 6 new sources, 2 of which should be books.** (You do not have to read the books cover to cover.)

-stage a **conversation** amongst Argument sources, in which you present differing points of view, before making a case for your own answer to your chosen scholarly question.

-as usual, **guide your reader through an argument** instead of listing observations and/or sources.

**Tutoring:** I am asking everyone to meet with a tutor at least once during the next 2 weeks, either before your First or Final Drafts. SEEK students should meet with SEEK Tutors (M402; M-Th 10am - 4pm). All other students, see the Learning Center Writing Tutors (AG27; M-Fri 10am - 5pm). By visiting **the Atrium Learning Center to work with a writing tutor**, students will be referred to the appropriate Tutoring Program at any time the Learning Center is open. **Bring your last essay, with my recommendation at the back, as a reference.**

### Timeline

**Monday, April 24:** bring chosen Suggested Reading and reading “From Problems To Sources” to class.

due **Wednesday, April 26: Blog Post.** Read over the Assignment Description and “From Problems To Sources.” Choose one Suggested Reading you would like to incorporate into your Research Revision. In your post, describe which essay you’d like to revise. Write a blog post explaining the scholarly question that you would like to pursue.

Due **Monday, May 1:** List of properly formatted MLA sources, categorized as “Background,” “Exhibit,” and “Argument” sources. Pick ONE of each category, and describe their purpose in your essay in one sentence. Upload to Blackboard and bring to class. Missing MLA sources will automatically result in 7 points deducted from final grade.

Due **Monday, May 8:** Draft of Research Revision due. Bring copy to class. Missing drafts will automatically result in 10 points deducted from final grade.

**May 10 through May 17:** Class presentations (**see heading below for details**)

Due **Monday, May 22:** Final draft of Research Revision due, electronically and physically. Attach to the back 1) your works Cited page, with the optional Extra Credit content if you so wish; 2) your partner’s peer review comments; 3) proof of tutoring visit; 4) a brief description of your revision agenda, describing 1 grammatical and 1 organizational/content change you made **from the first draft of this unit to the final draft.**

## **Format Checklist**

Before submitting online and/or physically, ask yourself these questions!

Does my essay...

- 1) appear in a Word .doc format (for electronic uploading to Blackboard)?
- 2) include a thoughtful, *italicized* title (NOT “Scholarly Conversation Essay”)?
- 3) have a header with my *surname* and *page number* on the top right corner of each page, if the essay is more than one page?
- 4) include my *name*, *assignment name* (i.e. Scholarly Conversation Essay Final Draft), *course and section number*, *instructor name*, and *due date* on the top left corner of the first page?
- 5) Have a staple that attaches multiple pages (if I have more than one page) for my physical copy?
- 6) Have any required supplemental documents attached to the back of the essay? (e.g. peer review comments)

Essays that fail to comply with these essential conventions of academic writing will be penalized.

## **EXTRA CREDIT ASSIGNMENT (optional)**

- Include annotations for at least 6 sources on your Works Cited page.
- At least 4 sentences after the properly formatted entry: 2 sentence summary, 2 sentence description of how they help you make your argument.
- ~~“This essay helped me make my argument because it had a good counterargument.”~~ ←---vague, unhelpful, non-specific
- “This essay helped me make my argument, because it forced me to acknowledge the fact that cognitive surplus can aid the fight against terrorism, not just help terrorists.” ←--thoughtful, specific, concrete!
- Counts for a potential **extra 4-6%**, according to discretion of instructor, depending on how detailed the annotations are.

## **Presentations (required)**

Your presentation should be 3-5 minutes in length. It should provide a clear description of your topic, the intellectual problem that grows out of considering that topic, and an overview of how your sources have helped you address that problem. You are free to use Powerpoint, but you must send the Powerpoint presentation to me, or share via Google Drive, by **5 pm the day before your presentation.**

The presentation is worth **5%** of your final grade. On the next page is the rubric that I will use when evaluating your presentation.

ENG 1101  
ORAL PRESENTATION EVALUATIONS

STUDENT:

ORGANIZATION:

Was the material presented in a well-prepared and organized manner?

CONTENT:

Did the presenter provide relevant and interesting material about the subject, display a thorough grasp of the subject matter, and make a case for why their question is worth pursuing? *Was content properly attributed where necessary?* (NOTE: plagiarism is just as serious in presentations as it is in papers!)

DELIVERY:

Did the presenter speak loudly and clearly and make eye contact with the audience? Did the presenter read from the paper the whole time or address the audience directly?

DISCUSSION:

Were questions answered accurately, clearly and effectively?

VISUAL AIDS:

Extra points for effective incorporation of visual aids into the presentation.

FINAL GRADE:

ADDITIONAL COMMENTS: