

## English 1110 Overview of Major Assignments 2018

### **The Analytical Research Project**

The goal of the Analytical Research Project is to give you the opportunity to produce a piece of academic writing on a topic of your choice that fits within the scope of our course theme. Furthermore, the process of planning and writing this researched, academic argument will enable you to further develop interests that will guide you through the assignments during the rest of the semester. The authors of *The Writer's Companion* suggest that researched writing is a process that requires time, energy, and patience. Accordingly, the Analytical Research Project contains five steps, each building on the previous step. Collectively, the steps of this project constitute 50% of your final course grade and will evolve throughout the semester. The five steps of the Research Project are:

#### **Step 1: Primary Source Analysis – 100 pts.**

This assignment asks you to achieve two primary objectives: (1) to develop analytical claims about primary evidence and (2) to develop research questions that will yield compelling insights about primary materials in future writing.

#### **Step 2: Annotated Bibliography – 50 pts.**

This step asks you (1) to use MLA Works Cited format and (2) to read, interpret, and familiarize yourself with various secondary sources before you integrate secondary research into your writing in Step 3: Secondary Source Integration.

#### **Step 3: Secondary Source Integration – 100 pts.**

This step asks you to revisit your Primary Source Analysis by extending or rethinking your analytical claims. The primary objectives of this assignment are (1) to consider and incorporate your Annotated Bibliography feedback; (2) to further explore timely, compelling, and credible secondary sources; and (3) to integrate these sources effectively into your own writing.

#### **Step 4: The Research Conference**

This phase requires you to meet with me outside of class in order to discuss your plans to extend, revise, and finalize your work up to this point.

#### **Step 5: The Analytical Research Paper – 250 pts.**

The last step of the research project asks you to write a strong, complex, clearly written, and organized analysis of primary materials relevant to our course theme. You will (1) develop and polish analytical claims that are supported by evidence, both primary and secondary; (2) demonstrate your ability to cite your evidence properly in MLA format; and (3) demonstrate your ability to follow the conventions of grammar and style in academic prose.

## **The Symposium**

An important part of your experience in English 1110 this semester will be your participation in a symposium focused on issues raised by the course theme. This symposium will be an opportunity to share ideas that have grown from your research with a public audience. You will present your ideas in the form of a series of images narrated by you, either live or through recorded voice over. Your Symposium Presentation will consist of 15 images, displayed while you narrate their meaning to your project.

The process of preparing your presentation—and the feedback you will receive—will better position you to strengthen the final version of the Analytical Research Paper and better prepare you to take part in local, national, and global conversations of importance.

The Symposium consists of three elements:

### **Element 1: The Symposium Presentation – 250 pts**

For this assignment, you will be asked to find or create 15 images that will define for your audience an idea that has grown from your research. You will present an idea connected to your research or the course theme that you find intriguing, new, or remarkable.

You will also provide narration for every image, 50-65 words. If, for example, you select an image that represents one of your primary sources, you may explain how that primary source inspired you to think, or how you were challenged by the complexity of that source. Before finalizing your Symposium Presentation, you will complete a rough draft of the script as part of your preparatory work for the Symposium.

### **Element 2: The Symposium Presentation Introduction — 30 pts.**

This assignment asks you to introduce and spark interest in a peer's Symposium Presentation by gathering information about your peer's interest in the topic, their sources, and the potential importance of this topic and these sources for the audience.

### **Element 3: The Symposium Active Listening — 30 pts.**

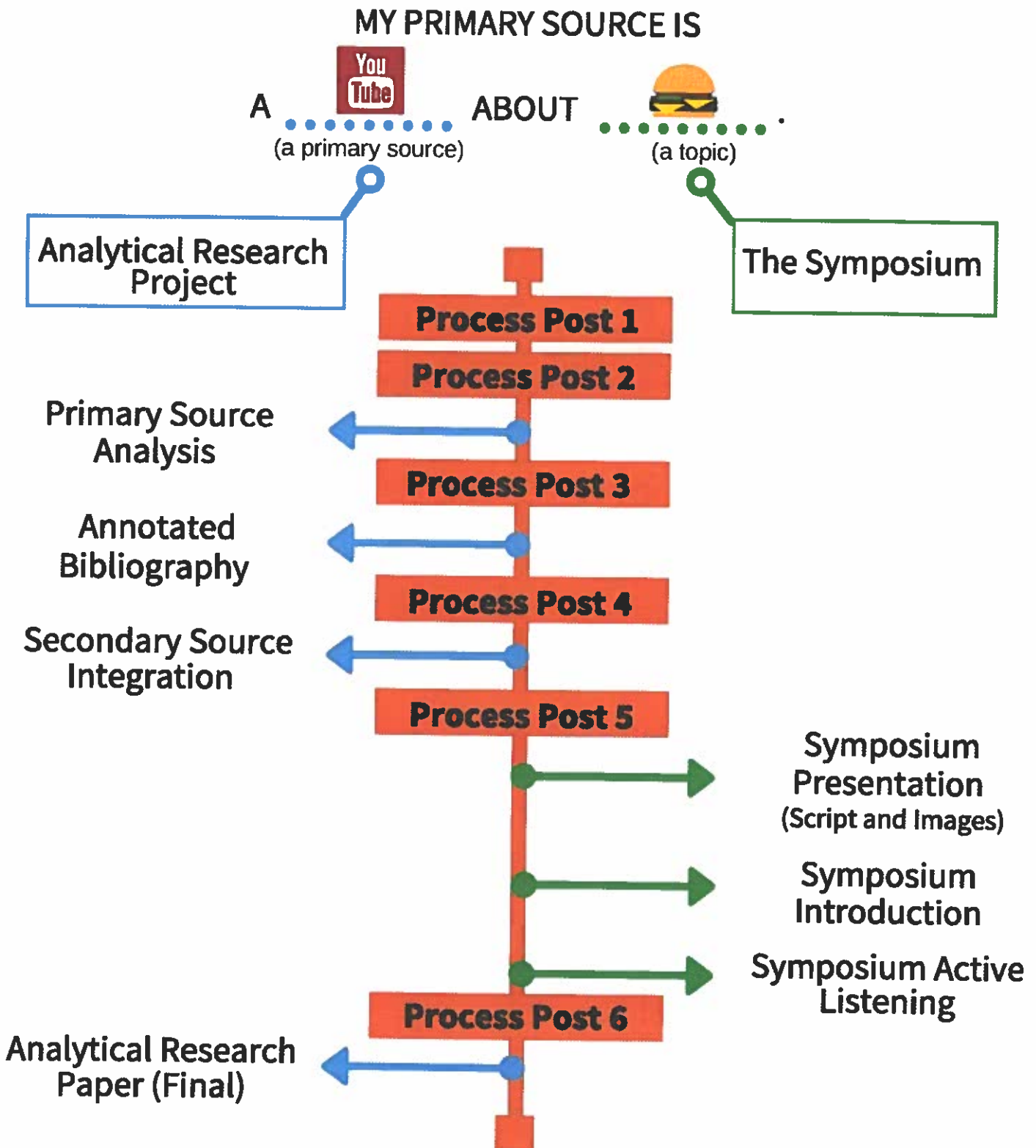
This assignment asks you to listen carefully to your peers' Symposium Presentations. You will ask questions and provide feedback (verbal and written) after each presentation, demonstrating deep critical engagement.

### **Process Posts — 60 pts. total**

During the semester, you will produce Process Posts—informal writing—that link the two major projects. These Process Posts will give you an opportunity to reflect on and build your thinking about your primary source in anticipation of the English 1110 Symposium.

# English 1110

## Progression of Assignments



## English 1110 Assignments

### Primary Source Analysis

At this stage, you have already chosen two possible primary sources that fit within the scope of our course theme and written a paragraph summarizing each. Now, using your feedback and *The Writer's Companion* (especially Chs. 2 and 4), your task will be to choose one of these sources (the one you feel most interested in or that has the most potential for your research project) and write a focused analysis. **This will be the primary source you work with throughout the semester.**

Below you will find a list of objectives. As you complete the assignment, be sure to refer to these objectives carefully and to consult our textbook, *The Writer's Companion*.

This assignment should be **2-3 pages, double-spaced, typed in 12-point font, and set to 1" margins.**

### Objectives:

- Produce a focused analysis of the primary source you have chosen that fits within the scope of our course theme
- Finish the analysis with a paragraph that includes one or two open-ended research questions that will help guide you toward developing a working thesis and finding secondary source materials (i.e. questions that cannot be answered with “yes” or “no”)
- Create an analysis that will serve as the basis for your secondary source integration assignment, and will subsequently lead to the first draft of your final paper, which will be discussed during your research conference later in the semester

### Points to Keep in Mind:

- Make sure you understand the meaning of analysis; according to the authors of *The Writer's Companion*, analysis is “unraveling a knot, solving a mystery, making something murky clear. To analyze something is to investigate *how* and *why* it is the way it is—to seek to understand the way it is working” (p. 25). Consider it your job to attempt to define and explain what you see in your primary source. Rather than just answering the question, “What is here?” think about why and how the source uses particular details to communicate something to an audience.
- Remember that this analysis **should not be a list**. Instead of describing everything about the primary source, focus on the most important aspects of your source and begin to interpret it by ascribing meaning to these details.
- Start your paper by **identifying basic information** about the source.
  - What is it?
  - Where did it come from?
  - Who made it?

- To get started with your analysis, revisit the preliminary work you have done with The Method and other techniques from the analytical toolkit.
- Peruse the Five Analytical Moves to generate ideas (*WC*, p. 37-54). Brainstorm by breaking the source down into its significant parts and describing those parts in detail, talking about the patterns and connections between them, and, most importantly, **making explicit the possible implicit meanings of what you see.**
- When you begin your analysis, remember to be specific; if the source is text-based (e.g., song lyrics, a selected paragraph from an article, etc.), examine the text line-by-line, teasing out the meanings and implications. If the source is image-based (e.g., a print advertisement), examine all the elements that make up the image or object. This will allow you to observe patterns or connections between elements, and to begin working toward a more informed research question.
- At the close of your analysis, end with one or two analytical “research questions” (questions that arise from observations about the source) that you will use to begin thinking more deeply about your topic and to help you find materials for the upcoming Annotated Bibliography and Secondary Source Integration. We will go over how to develop a research question in class to aid you with this last portion of the assignment.

## English 1110 Assignments

### The Annotated Bibliography

The Annotated Bibliography is designed to introduce you to MLA Works Cited format, to give you the opportunity to read and familiarize yourself with various secondary sources, and to reflect on and plan how you might integrate secondary research most effectively into your writing in Step 3: Secondary Source Integration.

Below you will find a list of **Objectives** for the assignment. Be sure to also pay close attention to the tips listed in **Points to Keep in Mind**. You might also want to return to Chapter 5 of *The Writer's Companion* for more information about selecting useful secondary sources.

**Your work should be single-spaced, typed in 12-point font, and set to 1" margins.**

#### Objectives:

- Find **four or five** secondary sources that are timely, useful, credible, and relevant to your primary source. Your work with these sources should help you revise and build upon the work you completed in Step 1: Primary Source Analysis.
  - At least one of your sources should be from a **scholarly, peer-reviewed journal** (we will discuss what this means in class).
  - Other secondary sources might include articles from newspapers or magazines; books or book chapters; television, film, or radio documentaries; credible websites, etc. With some popular sources, particularly websites, there may be debate about their credibility. A news site such as *The Atlantic* or *The New York Times* will usually be considered credible by readers; a personal blog will usually be considered less credible. That is not to say that you cannot use a source like a blog, but rather that you will need to make a much stronger argument for why this source should be perceived and treated as credible.
  - **READ YOUR SOURCES CAREFULLY.** When you are initially searching for sources, it is fine to simply skim them. However, once you have decided to include a source in your Annotated Bibliography, **make sure you have read it thoroughly and attentively.**
- For each source, create a **correctly formatted Works Cited entry in MLA style**.
  - See the MLA Handbook or the Purdue OWL (<http://owl.english.purdue.edu/owl/resource/747/01/>) for details.
- After each entry, create an **annotation** for each source. These annotations should be thorough and detailed, about **300 words** per source. In each annotation, you should:
  - Describe the source (where it comes from, who wrote it, how a reader might determine its reliability, etc.).
  - Provide a detailed summary of the author's main argument. For instance, do not simply say that an article is "about personal confidence." What, specifically, does

the article say about personal confidence? Demonstrate that you understand the central argument each source is marking.

- Detail how you see this secondary source connecting to either your primary source itself or a broader topic suggested by your primary source. Explain this connection thoroughly to your reader, and be as specific as possible.
- Discuss how this source may relate to your argument and how you might use this source in later writing assignments in this class. Explain why you feel it would be productive to use the source in this way. Some questions you might consider:
  - How will you use this source in future writing? Will it support your argument? Complicate it? Disagree with it? Something else?
  - What material will you use from the secondary source? Why do you feel that specific material would be particularly compelling, effective, or useful to your argument?
  - What elements of the source might you quote, paraphrase, or summarize? What do you feel would be the rhetorical impact of presenting the information in this way?
  - How might you introduce the source in-text? What might be the rhetorical impact of introducing the source in different ways?

### **Points to Keep in Mind:**

- Be sure that you understand the difference between a primary and a secondary source. You can only use secondary sources in the Annotated Bibliography. See p. 55 of *The Writer's Companion* for help.
- Use your research question(s) from the Primary Source Analysis to begin your search for secondary sources. For example, if you asked a question about how personal confidence is influenced by advertising, you might research secondary sources relating to psychology or marketing.
  - If your research question from your Primary Source Analysis does not seem to be leading you in a productive direction, think about how you might adapt or further develop that research question to better support your search for timely, useful, relevant, credible sources.
- Keep in mind that research is not an exact science. Be patient and flexible throughout the process. For some of the primary sources you might be analyzing, there may be very few secondary sources that discuss your primary source directly. Consider your primary source from multiple angles; think about broader conversations your primary source might suggest.
- Employ the OSU Libraries website—including databases such as Academic Search Complete, Lexis Nexis, or Google Scholar, as well as WorldCat@OSU—to find useful, timely, relevant, and credible electronic or print sources (see the library link on our course Carmen page for a list of databases).

## English 1110 Assignments

### Secondary Source Integration

The Secondary Source Integration asks you to revisit your work in the Primary Source Analysis and the Annotated Bibliography. You will expand or rethink your original analytical claims and integrate secondary evidence seamlessly and effectively into your own writing.

Below you will find a list of objectives for the assignment. Be sure to follow the directions outlined in **Points to Keep in Mind** carefully and to consult our textbook *The Writer's Companion* (especially Chs. 5 and 6) as you seek to extend the work completed in STEP 1: Primary Source Analysis.

Your work should be **4-5 pages, double-spaced, typed in 12-point font, and set to 1" margins.**

### Objectives:

- Identify three (3) timely, useful, credible, and relevant secondary sources from Step 2: Annotated Bibliography. Your work with these sources should help you revise and expand the work you completed in Step 1: Primary Source Analysis
- Demonstrate the ability to comprehend the central arguments of these sources
- Perform meaningful, thoughtful analysis of these secondary sources—in other words, enter into a conversation with the sources by making the sources speak rather than letting them speak for themselves (*WC*, p. 60)
- Assert and maintain your own critical voice rather than letting the secondary evidence speak for you
- Develop an evolving thesis to orient your analysis and source integration
- Integrate secondary sources into your analysis by paraphrasing and/or directly citing the writers' language and ideas
- Include proper in-text citations of each source and an appropriately formatted Works Cited page using MLA guidelines

### Points to Keep in Mind:

#### Evolving Your PSA

- Return to your Primary Source Analysis, look over my comments, and decide which ideas, themes, and points you might focus on in your final paper.
- Consider each secondary source's main argument and how it relates to, supports, complicates, or differs from the argument you plan to make in your final paper.
- Concepts from the Primary Source Analysis can be carried forward into the Secondary Source Integration. Consider the **conversation** that exists between your secondary



sources and determine how you might weave elements of your previous analysis into this conversation.

- Choose **three sources** that will allow you to engage in conversation, not just sources that agree with or support your main point.
- Use secondary evidence to expand and revise your analysis, continuing to engage with your primary source. As you work with secondary sources, you may discover new things about your primary source or want to analyze your primary source in new ways. Your analysis should deepen and become more thorough as a result of researching secondary sources.

## Developing Your SSI

In order to expand and revise your past analysis, consider the following steps:

1. Focus on your **own analytical claims**. Interaction with secondary sources should allow for your research questions to evolve and to take shape, enabling you to revise or extend claims made in the previous assignment.
2. Focus on analyzing and integrating the secondary evidence into the conversation. This step can be difficult as it builds on the skills you have developed not only with the Five Analytical Moves (Chapter 4 in *WC*), but also with the basics of Interpretation (Chapter 6 in *WC*). This step requires you to demonstrate how to effectively use secondary sources (p. 59-63).
3. Focus your evolving thesis around a compelling analytical claim while also accounting for all relevant evidence.

You should especially focus on:

1. Making your sources speak by “conveying to your readers why they mean what you say they meant” (p. 69). You might ask yourself whether or not you have explained the connection between your claims and the secondary evidence completely and explicitly.
2. Putting your sources into conversation with one another (p. 59-60). This move requires that you understand the arguments of the secondary sources and are able to convey this understanding via paraphrase and direct citation. As the title suggests, the emphasis of this step is on you making the sources speak rather than letting the words that you paraphrase or cite speak for themselves or for you; instead, maintain your own critical voice and make clear that the secondary evidence is one part of the conversation, not the featured speaker.
3. Integrating Sources into your own writing by paraphrasing or “splic[ing] quotations into your text” (p. 61).
4. Citing Sources in proper MLA Style (See “MLA Citation and Style Guide”). You should end the assignment with correct MLA Works Cited entries of the three secondary sources and your primary source.

## English 1110 Assignments

### The Analytical Research Paper

In the previous steps of the Analytical Research Project, you have developed analytical claims about the primary evidence, formulated research questions, found appropriate sources, and revised your analysis to integrate secondary evidence. Now you are ready to revise again.

Using the objectives below you will compose an Analytical Research Paper that functions as the culmination of the Analytical Research Project. As a reminder, *The Writer's Companion* has offered a number of techniques for thinking and writing analytically. Chapters 3 and 4 discuss strategies for rhetorical analysis, including ethos, logos and pathos in the ARP; the Analytical Toolkit; and the Method. Chapter 6 helps you think through connecting evidence and claims, and chapter 9 focuses on "Big Picture" approaches to paper organization. These chapters will help you work through the assignment's objectives listed below.

This assignment should be **7-8 pages, double-spaced, typed in 12-point font, and set to 1" margins.**

### Objectives:

- Analyze primary sources and the messages they convey in written, visual, and/or audio media
- Explore and make claims about *how* the messages are conveyed
- Discuss *to whom* the messages are conveyed and speculate about the effectiveness of this message for a specific audience
- Develop a complex thesis that makes a claim about how a primary source communicates a message to a specific audience
- Introduce complicating evidence and include what *The Writer's Companion* terms an "evolving thesis"
- Demonstrate awareness about your role in the conversation about your research question and thesis by acknowledging what is at stake in your analysis. In other words, explain why your analysis matters
- Integrate secondary sources in a way that accounts for aspects of the academic conversation that are relevant to the paper's thesis
- Include a title on the first page that reflects the complexity of the paper's general purposes
- Include proper in-text citations of *each* source consulted or referred to, including the primary source which you're analyzing, and an appropriately formatted Works Cited page following MLA guidelines
- Observe the standards of academic writing discussed in class and avoid sentence-level errors and lapses in tone. Produce fluid and precise prose with appropriate transitions throughout

## Points to Keep in Mind:

In order to complete a sound Analytical Research Paper, you must engage with sources that will yield complex and compelling thesis claims when analyzed. You might consider these steps in order to get started on this assignment:

- Revisit feedback provided for the PSA, Annotated Bibliography, and SSI, and think about how it connects to your notes from our conference.
- Return to your Secondary Source Integration, which acts as the foundation for your final Analytical Research Paper.
- How might your thesis need to evolve to account for the changes you anticipate making? Be sure that you have a complex thesis, supported by evidence.
- Where else and how might you build upon what you have already written?
- How could you reorganize your SSI for greater rhetorical effect?
- If necessary, do additional research to find more primary or secondary evidence to further support and/or complicate your analytical claims.
- Provide an introduction that leads naturally to your thesis.
- Develop a conclusion that demonstrates the evolution of your argument throughout the paper.
- Create an engaging title for your paper; do *not* title it “Analytical Research Paper”