1213 Curriculum Overview

• First eight-week project:
  • The Archival Research Project
    • Assignment 1: Archive Rhetorical Context & Properties (10%).
      • An investigation of a selected archive in order to determine its rhetorical context and properties culminating in a summary/report of findings.
    • Assignment 2: Archive Analysis & Evaluation (20%)
      • An analysis and evaluation of the selected archive, developing evaluative criteria and developing a nuanced conclusion by answering a provided inquiry question

• Second eight-week project:
  • The Inquiry Project
    • Assignment 1: Portfolio (20%).
      • A first and final draft of an infographic, a visual representation, of four to six sources, revealing a range of viewpoints on a subject of inquiry. A traditional alphabetic summary of one source.
    • Assignment 2: Research Paper (25%)
      • A researched, documented, and revised seven to nine page argument in response to an inquiry question developed by the student along with a works cited page.

• Final Exam (5%):
  • Required by the university, this final exam meeting is typically a reflective exercise or student presentations.
• Instructor Discretion (20%)
  • Instructors may select from assignments such as peer reviews, homework, quizzes, topic proposals, statements of goals and purpose, or an annotated bibliography project.
English 1213 Project Outcomes and Suggested Weekly Sequence

This suggested sequence does not take account of holidays or breaks and instructors have the discretion to determine the appropriate timeline for students to achieve course outcomes.

Project One: THE ARCHIVAL RESEARCH PROJECT

Project outcomes
By the end of this unit, SWBAT

• Define archive and describe the process of archival research
• Identify and analyze the purpose, stance, exigency and scope of a selected archive
• Identify and describe tropes or patterns occurring regularly within the selected archive; depending on the archive these may be narrative lines (for example, recognizable hero narratives, recognizable epiphany narratives, recognizable rags to riches narratives, etc.) ways of creating a particular identity or community (patterns of language, metaphor, simile, calling to particular values or ways of seeing the world) or promote particular values (patriotism, hard work, equality, consumerism, liberal individualism, etc.).
• Compose evaluative criteria of a selected archive
• Develop a thoughtful evaluative argument in response to a selected inquiry question based on the sources provided by the archive
• Apply archival sources and (secondary sources as appropriate) in order to support the argument
• Draw a conclusion answering the inquiry question
• Support the conclusion appropriately using archival sources
• Identify and apply appropriate revision at both deep and surface levels
• Apply appropriate documentation and citation strategies consistently

Assignment 1: Archival Rhetorical Properties Assignment (10%) Weeks 1-4

• Students will select an archive or collection from a provided list. They will explore their selected site to answer the questions provided on the next slide. Instructors will choose as their assignment either:
  • The composition of a Prezi or PowerPoint, summarizing the archive in terms of its rhetorical contexts, using the questions below to guide their summaries. (This assignment can be a class presentation.)

  OR

  • The composition of a three to four-page summary of the selected archive, describing the archive in terms of purpose, exigency, and scope.

Assignment Inquiry Questions

• Who created this archive and what can we discover about the funders or sponsors for the archive?
• What is selected and what is left out of the archive?
- What is the method of collection of materials? What other methods do similar archives use to collect materials?
- How are the materials arranged?
- Whose voices are present in the archive? (For example, does the archive focus on women’s voices? Farmer’s voices? Survivors? A combination?)
- Why was the archive created at its particular moment in time? (For example, was it created because of a specific event, phenomenon, or need?)
- What is the stated purpose of this archive and how does the archive achieve this purpose?
- Is this archive singular or are there other similar archives? What differences are there between the selected archive and the others you find?

Assignment Two: Archive Analysis and Evaluation

- Using the same archive, students will write a 4 to 6-page analysis and evaluation including a bibliography and applying a consistent citation system. (Sources will come from the archive although outside research is allowed.)
- On the basis of their analyses, they will draw conclusions about their selected archives.
- As in the evaluation essay in 1113, students will need to develop criteria in order to form their arguments.

The instructor will provide students with inquiry questions in order to guide their analyses. Students should select from the following:

- Is this archive an ethical representation of its material?
- What values does this archive privilege or forward? How does it do this and is this approach fair and reasonable?
- The materials of the archive offer a snapshot of a particular event, time, or place. Each of the items in the archive offer a story or narrative. Which stories/which items are the most significant and why?

Instructors may compose supplementary inquiry questions in addition to but not in replacement of these questions.

Suggested Eight Week Sequence

Week 1
Instructor: Course introduction. Reading strategies. Introduction to archives and key terms: selectivity, scope, purpose, exigency, and arrangement.
Student: Select two or three archives of interest and be able to apply key terms. Describe different reading strategies.

Week 2
Instructor: Defining, locating, and using an archive. Exploration of assignment inquiry questions (see PowerPoint overview.)
Student: Select archive and begin applying assignment 1 inquiry questions. Explore selected archive and define and identify its connection to key terms.

Week 3
Instructor: Introduce students to Prezi and/or advanced features of PowerPoint if using the visual iteration of this assignment. Introduce potential structures and arrangements of the rhetorical contexts and properties (a kind of summary).
Student: Practice working with Prezi/PowerPoint. Begin developing presentation. Begin drafting paper if instructor chooses the written version of the assignment.

Week 4
Peer review, revisions, presentations if applicable. Assignment 1 due.

Week 5
Instructor: Developing criteria for evaluating the archive: analysis of visual, oral, and alphabetic texts: principles and application. Discussing, unpacking, and method appropriate to answer the provided inquiry questions.
Student: Develop own criteria suitable for selected archive. Select an appropriate inquiry question for selected archive.

Week 6
Instructor: Help students develop support for their evaluative criteria. Teach the use of Zotero
Student: Will develop first few pages of their drafts and will practice using Zotero for citations/bibliography and annotations (as desired by instructor)

Week 7
Instructor: Will teach how to use signal phrases in an academic paper (framing quotations, paraphrases, summaries); develop activities so that students will be able to accommodate potential audience concerns: what issues could an audience have with evaluation? Where and how should the student accommodate those concerns?
Student: Will be able to add appropriately to their drafts in progress

Week 8
In-class activities such as peer review, global revision strategies, style workshop and instructor/student conferences. The archival analysis assignment will be due at the end of this week.

Potential Homework Assignments
• Instructors may introduce Zotero and ask students to begin posting materials connected to their archives.
• Instructors may ask students to describe their process as they explored their selected archives in a brief reflective essay.
• Instructors may require a topic proposal for the second assignment.
• Instructor may ask students to select their inquiry question for their essay and to provide a rationale for their choice as well as forecast the method they will use to work towards an answer.

As you prepare to move into the longer research paper assignment, you may wish to provide students with a shorter assignment preparatory to their research for the infographic portfolio and paper.
Jeaneen Canfield, Assistant Director in the FYC office, has her students write a Wiki-style short paper collaboratively evaluating Zotero and Ref Me. Her assignment sheet will be on the FYC website.

**Project Two: STUDENT INQUIRY PROJECT**

The second eight weeks leads students to create their own inquiry questions and compose a 7-9 page (including works cited) research paper based on topics they select. Students should be encouraged (but not required) to base their inquiry questions on topics emergent from their archival projects.

By the end of this eight-week project, SWBAT

- Develop and refine a topic, along with keywords, for research and inquiry.
- Apply keyword knowledge to research their topics using--but not limited to--university library resources.
- Describe key issues pertaining to a research topic and develop effective research questions.
- Describe and apply a system for searching, storing, and organizing sources using software (we recommend Zotero).
- Describe the processes used to refine their research topics;
- Describe the rhetorical purpose of their composing choices;
- Select sources purposively and ethically;
- Describe, summarize, and visually represent various points of view on their research topic;
- Evaluate sources in terms of--but not limited to--such factors as purpose, scope, exigency, credibility, angle of vision.
- Summarize, paraphrase, and quote appropriately for an academic audience, demonstration through the effective and consistent use of a selected style and citation system (such as MLA or APA).
- Develop and build and an argument through the use of reasoning, evidence, and sources.
- Revise and edit at both deep and surface (higher order and lower order) levels.

Assignment Description

3. The Infographic (20% of final grade)

Students will create an Infographic that visually represents a range of viewpoints on their inquiry topic. The Infographic should incorporate 4-6 sources. Along with the Infographic, students will compose a 500-word summary of one source used.

Instructors should provide a number of sample Infographics to students, as they may be unfamiliar with the form. Many examples are included on the Composition website. For the purpose of this assignment, define “Infographic” as a visual representation of information - such as charts, graphics, and icons - accompanied by minimal text that is intended to be understood quickly.
This infographic should be geared to a non-specialized audience. As the researcher, your job is to compile data related to your research topic and to then present that data to a general audience.

Key Terms
visual rhetoric, design, data visualization, multimodal, non-discursive

Assignment Form
For this project, you will turn in a portfolio consisting of the following:

• A first draft of your Infographic. If your final portfolio is submitted digitally, you will need to scan or take an image of your first draft;
• The final, digital version of your infographic, which may be designed using an infographic maker such as PiktoChart or using your own custom design;
• A 500-word Summary. Here, students should select one text visually represented in their Infographic and do a traditional written summary.

Assignment Weight
The infographic project will count as 20% of your grade for this course. The summary should count for no more than 10% (20 points out of 200 for the project, or 2% of the total course points) of the total grade for this project, as the majority of the evaluative weight will be placed on the infographic itself.

Overview of the Unit Process
This project will transpire over a four-week unit. Below, you will find descriptions of the work to be completed each week. Students are working towards their research papers with this assignment.

Week 9
Goals: identify and describe various types of infographics and their rhetorical purposes; research and evaluate additional sources for this project and the final paper.
Instructors: introduce students to a variety of infographic types with an emphasis on rhetorical purpose; create and practice invention activities geared toward helping students devise a research topic for their infographic project.
Students: develop a research question for your infographic by the end of this week; make sure you have a clear understanding of what infographics are as well as their types and purposes. Identify a larger pool of useful sources, and hone in on a single source for your summary.

Week 10
Goals: identify and describe best design practices for infographics;
In this week, students should be continuing to research their topics and analyzing the rhetorical moves made in various types of infographics.
Instructors: guide students through the process of rhetorically analyzing infographics; relate design strategies to the overall rhetorical purpose of particular infographics to help students understand good practices for design.
Students: research your question; identify and read a variety of sources to help you arrive at an argument that gives some answer to your research question; develop your own list of best practices for design; begin drafting a version of your infographic. Note: It may be a good idea to draft several versions. Draft your article summary.

Week 11
Goals: finish drafts of Infographics/summaries and receive feedback.
Instructors: should be doing some type of revision activities and strategies this week. This could include peer review workshop, individual conferences, and so on.
Students: gather feedback on your drafts and work on revising them toward their final form.

Week 12
Students should be revising their drafted Infographics into their revised and finalized form, with the guidance of their instructor.

Potential Homework Assignments
• Statement of Goals and Purposes: In the previous iteration of this assignment, students were required to compose a written reflection on the rhetorical design choices they used in their Infographics. Instructors may wish to assign such a project as a smaller homework assignment if they wish to get to those meta-cognitive goals.
• Topic Proposal: while a full assignment in the previous sequence, instructors may wish to have their students propose a research project or research questions during this unit.
• Research Question

4. Researched Argument (25% of final grade)
Weeks 13-16
Assignment: Students will continue to research and then write a 7-9-page research paper (including works cited) about their topic of choosing. This topic can, but is not required, to be based on the archival work students did earlier in the semester. If they aren’t already, instructors should work with students during this unit to use research management software (we recommend Zotero) to keep up with and manage their research.

During these four weeks, instructors should cover such topics as developing and refining an inquiry question, argumentative structure, academic audience and style, working rhetorically with sources, and the use of rhetorical appeals in persuasive arguments. Students should be expected to spend a good deal of time drafting and revising for this project, with instructors providing class activities to help students develop further their research, revising and writing strategies.

Potential Homework Assignments
• Zotero notes on sources
• Research journey journal or research journey blog
• Peer review and source evaluation worksheets
• Reflective essays on readings, sources, interviews, etc.