

ENG 121-10, Spring 2015 Critical Reading and Writing II

Instructor: Whitney Lew James

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Class Time and Location: MWF 11:40 a.m.-12:50 p.m,
Classroom Building, Room 104

Office Hours: Mon, 1:00-2:00 p.m.

Office: Library, Lower Level

Mailbox: Library, Lower Level

Food Matters

Food. It surrounds us and is an integral part of our everyday life as well as a connection to tradition, religion, family, the earth and so much more. And, yet, we rarely think about it beyond the given. That's the very reason why exploring food as a topic of analytical inquiry is so fruitful (pun intended). We'll begin by exploring just a few topics that connect with food, but stretch far beyond what's on our plates. During this survey, you'll be developing, refining, and experimenting with your academic voice. Then, we will move into two units based around your own line of inquiry. First, you will do extensive research by working with outside resources to create a literary review/annotated bibliography. Second, you will turn this research into an academic research paper as well as develop an advocacy plan based on your acquired knowledge.

While the subject of food will unite all of the work we do this semester, this is not a class on diet or agriculture. This is a composition class whose primary goal is to help you improve as a writer and a thinker. So, while many of the assignments will ostensibly be about food, we will primarily be interested in using writing to generate new insights about the nature of what and how we eat. In the process, the class will help you develop and refine your academic voice by focusing your attention on the ways in which, regardless of content, we make and convey meaning with our words.

Learning Outcomes Statements

ENG 121 English 121 is a compulsory course in reading and writing that is designed to help you reach your full potential as a thinker and a writer. This course will help you develop your ability to think critically and express your thoughts accurately and eloquently. As a student in English 121, you will practice critical thinking by reading, analyzing, and writing arguments. You will also work on developing strategies for tailoring writing to persuade specific audiences, strengthening your copyediting skills, and using evidence and outside sources effectively. You will be required to complete frequent reading and writing assignments, which will include summaries, expository essays, and research papers. Writing and editing exercise will reinforce the skills needed to pass the WLCE and succeed at Wheelock College.

General Education English 121: Critical Reading and Writing II is a foundational part of your general education at Wheelock College. At Wheelock we believe that understanding written texts and communicating in written, visual, oral, and electronic form is critical to every academic discipline and profession and to success in private and public life. In order to ensure your success, we hope that by the end of your first year in college you will

1. Demonstrate rhetorically effective, accurate academic writing and communication across a variety of contexts, purposes, audiences and media;
2. Effectively generate, revise, edit, and proof-read written texts;
3. Develop abilities in critical reading across a variety of genres and media;
4. Develop skills in generating a logical argument and supporting it with evidence.
5. Develop and deliver effective oral presentations for a variety of audiences or settings;
6. Demonstrate research and information literacy skills by locating, evaluating, and synthesizing information.

Wheelock College Requirements and the WLCE

The WLCE (Wheelock Literacy and Communication Exam) measures the literacy skills necessary for entering into professional and civic discussion both inside and outside of the classroom. At the end of the semester, you will take both sections of the WLCE: (1) Copyediting, which assess grammar and mechanics, and (2) Critical Response, which assesses your ability to summarize another's argument about a particular social issue and answer with a persuasive reply of your own to the issue. The WLCE serves two purposes:

1. It is a diagnostic that allows instructors to assess your strengths and weaknesses as a writer and then tailor their instruction to help you improve.
2. It is an assessment of the literacy skills taught in ENG 120/121, which reinforces the college's commitment to producing students who are prepared for academic, professional, and civic life at and beyond Wheelock.

Your performance on the WLCE *does not* affect your grade in ENG 120/121. However, you must have passed the WLCE to enter into many required practica and to receive your degree. You will have multiple opportunities in this course to prepare for the WLCE mass administration at the end of the semester. If you do not pass the WLCE by the end of ENG 121, there are support systems available to help you pass.

General Course Requirements

Unit 1: Entering a Discussion (WA 1-4)	Three short essays with peer reviews and writer's responses and a fourth essay that is a revision of a previous assignment.
Unit 2: Research and the Academic Conversation (WA 5)	Combination literary review and annotated bibliography of 8-10 sources pursuing your own line of inquiry.
Unit 3: Writing that Promotes Action (WA 6)	5-7 page research paper with accompanying proposal for an advocacy plan that builds on your literary review/annotated bibliography.
Participation	Participation in classroom activities, such as discussions, group work, exploratory writing, peer review, etc., is crucial to your success. Participation also includes completing readings and discussion questions prior to class—you can't participate in class if you haven't completed outside work.

Required Texts

- *Best Food Writing 2014* edited by Holly Hughes

Additional readings will be made available online through Moodle.

A Note on Grading Grading for this course will be determined in the next week based on your feedback.

Office Hours and Conferences I am available Mondays (2:00-3:00 p.m.) in the lower level of the Library or by appointment. Please do not hesitate to come by during office hours or set up an appointment. Office hours are an excellent opportunity for you to work with me before, during, and after your writing projects. I encourage you to take advantage of this opportunity, especially prior to completing assignments. Talking through ideas is often integral to the writing process and is often likely to generate more complex and developed analysis.

During the semester, I will require conferences outside of class-time. I will always work with you to set up these appointments so they will not conflict with your other academic responsibilities.

A Note on Formatting Your Work We will follow standard practice for academic writing; therefore, all papers should be submitted utilizing the following guidelines (unless otherwise stated):

- Typed, using 12pt font, double-spaced with 1” margins. Font must be legible to instructor and peer reviewers.
- Submitted to Moodle.
- Work-in-progress and final papers should use citation format appropriate to the assignment. Most assignments will be formatted according to MLA guidelines.
- Instructions for some citation formats can be found here:
 - owl.english.purdue.edu
 - Noodlebib at www.noodletools.com
 - Wheelocks’ knowledgeable and friendly tutoring staff and librarians
- Work-in-progress and final papers must meet the minimum page requirement. Those that do not will be marked down or returned for completion.
- Final revision of writing assignments should be proofread carefully.

Classroom Policies

Attendance Regular attendance and participation are crucial to success in this course. Classes will be held MWF at 11:40 a.m. (seriously, 11:40 a.m.—you are late if you are walking in *at* the stroke of the clock) and attendance is mandatory. If you arrive more than 15 minutes late, you will be marked absent and it will be unexcused. **As per department policy, every absence lowers your final grade by one third of a letter grade; however, this penalty is not triggered until your third absence. For example, if you have a B average at the end of the semester but you have missed three classes, then your final grade will be a C. If you missed four classes, your grade would be a C-. Since arriving on time is just as important as being in class, two late appearances count as one absence.**

It is your responsibility to be familiar with college policies regarding what is and isn't counted as an excused absence (as explained in your handbook). If you know you will miss an upcoming meeting, it is your responsibility to notify me in advance (though notification does not necessarily mean the absence is excused).

Participation Writing workshops, peer review, in-class writing and discussion are the main components for your success in this course, and you will benefit from regular and enthusiastic participation in and out of the classroom. I will alert you if I feel as though you are not adequately participating. Inadequate participation could include failure to bring appropriate texts to class, insufficient or incomplete preparation for participation in peer review, failure to participate in in-class writing exercise, or inappropriate behavior during class discussion. As affirmed by department policy, failure to participate actively in these activities could lead to a significant reduction of the final course grade.

Late Work Late work will not be accepted. Please note this is a change from the previous semester. Work must be turned in at the start of class on the day it is due, either to Moodle or as a hard copy. Any variance in this policy will be at my discretion.

Cell Phones and Computers Cell phones must be turned to silent prior to coming into the room and remain in backpacks/purses until the conclusion of class. In general, this also applies to laptop computers and tablets. This policy insures that we are all present for the duration of the class—it’s disrespectful to you, your peers, and me if someone is distracted with a computer. During peer review days, computers will be used, but I’ll let you know

ahead of time. If you would like a laptop provided for you, please let me know ahead of time and we can make arrangements.

Diversity and Inclusion Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Issues of diversity may be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

Academic Misconduct Academic misconduct will not be tolerated, and includes traditional textual plagiarism and its manifestations, including self-plagiarism, falsifying work or academic records, cheating, substitution of work or the work of another, actively participating in or condoning these activities with others, appropriating creative works of art in whole or part (images, sounds, lighting designs, audio tracks, scripts, etc).

It is important to understand how plagiarism takes different forms:

1. **Fraud.** Borrowing, purchasing, downloading or otherwise obtaining work composed by someone else and submitting it under one's own name.
2. **Insufficient citation.** Writing one's own paper but including passages copied from the work of another (regardless of whether that work is published or unpublished or whether it comes from a printed or electronic source) without providing (a) footnotes, endnotes, or parenthetical notes that cite the source *and* (b) quotation marks or block indentation to indicate precisely what has been copied from the source.
3. **Patchwriting.** Writing passages that are not copied exactly but that have nevertheless been borrowed from another source, with some changes, by paraphrasing another writer too closely, whether or not the source is cited properly.

Fraud is academic misconduct and will be dealt with according to the procedures established at Emerson. Insufficient citation and patchwriting may be an intentional attempt to deceive but they may also be unintentional—and will be dealt with according to the circumstances.

Student Success Resources

COMPASS Referral System COMPASS (Community Partnership for Student Success) is a comprehensive approach to student success designed to respond effectively to the needs of students by connecting them to the appropriate supports in our Wheelock community. This referral system provides an opportunity for instructors and staff members to alert advisors and the Student Outreach Task Force to concerns they have about students. The COMPASS referral system is an important tool that creates opportunities for you to discuss your progress and utilize appropriate resources such as faculty, academic advisors, academic support, Student Life, Athletics, and the Counseling Center. You will know if a COMPASS has been submitted for you if you receive an email from compass@wheelock.edu.

Mid-semester Evaluations This assessment system provides faculty the opportunity to report the progress of each student in their class at mid-semester (applies to full semester classes only). Each faculty member will enter a “grade” of “satisfactory” or “unsatisfactory” on My Wheelock at mid-term in order to indicate your progress in meeting the goals and objectives of the class. This will allow you to assess your progress in each class and seek out appropriate support if necessary. These assessments will not appear on your transcript or be part of your official record.

Academic Support Services Wheelock College provides free academic support services to all students.

- *Peer Tutors* provide academic support with understanding course content or with general academic skills, such as time management, note-taking, or reading strategies. Peer tutors are available on a drop-in basis

most afternoons and evenings until 10:00 p.m. in Library 205. For question regarding the Peer Tutoring Program, or to request a study group, please contact Julia Mears at (617) 879-2179 or at jmears@wheelock.edu

- *Writing Consultants* work with students on all types of writing assignments at any stage of the writing process on a drop-in basis most afternoons and evenings until 10:00 p.m. on the lower level of the library. Drop in, or if you have specific questions, contact Jenne Powers at (617) 879-2122 or at jpowers@wheelock.edu
- *Faculty and Peer Coaches in Oral Presentation* are available to all students. Faculty coaches offer in-class coaching for oral presentations and increased class participation. Peer coaches offer students individual and small group preparation for oral presentations, outside of class time. Students can contact the peer coaches with questions or to set up a coaching time at thespeakingcenter@wheelock.edu. Faculty and students can contact Marianne Adams at madams@wheelock.edu for in-class coaching or for specific questions.

Disability Services It is the policy of Wheelock College to provide appropriate, reasonable accommodations to students who have documented learning, physical, cognitive, or psychiatric disabilities. Students with disabilities are encouraged to meet with the course instructor. To receive appropriate accommodations students **must** request services. To make an appointment with Rachel Buday, Coordinator of Disability Services, please go to <http://mycompass.wheelock.edu>. If you have questions regarding disability services, please contact Rachel at rbuday@wheelock.edu or at (617) 879-2030.

WA 1: What We Eat

“First we eat, then we do everything else.” —M.F.K. Fisher

Kevin Pang begins “Fixed Menu” by relishing in his freedom to “eat however much I want, of what I want, when I want” (Pang, 341). Of course, that kind of freedom comes with a price and a responsibility. Ben Paytner took a new perspective on Monsanto and explored what manipulating food can and will produce. Rowan Jacobsen along with his subject, Bun Lai, argued for sustainability and an evolution in the ideas about what foods we *should* eat. And Kevin Pang continued his piece by examining how we feed part of our society and what it means to make food choices.

Now, it’s your turn to enter into this discussion of some of our food practices. Respond to one or more of these pieces by developing your own position on a subject. You could argue for a new definition of “sushi,” consider what exactly is “organic,” throw your hat into the ring for or against GM foods, or explore the moral implications for feeding prisoners, just to name a few. Remember, your voice should be central and you should choose a narrow, arguable topic that can be explained, explored, or defended in just three paragraphs.

Logistics: Your essay (500-700 words) should be structured in the academic, argumentative format: an introduction that ends with a proposition followed by two reason paragraphs that explore, explain, or defend your position and begin with transitions. No conclusion for this paper. Remember to write a descriptive outline.

- WA 1 with Descriptive Outline (DO)—Due Friday, January 30 *Post to Moodle Discussion*
- Peer Review (PR) with DO—In class on Friday, January 30
- WA 1, PR, and Writer’s Response (WR)—Due Monday, February 2 *Submit to Moodle*

Requirements:

- You must include a quote for the work that you are responding to.
- Do not use any outside resources for this assignment.
- Make sure you have an original title.
- Use 12 pt, Times New Roman or Times. Double space. Number pages. Include a word count.
- Use MLA documentation form for in-text citations and include a Works Cited sheet. (See owl.english.purdue.edu or any other current guide to MLA format)

WA 2: Who's Cooking?

"Cooking is like love. It should be entered into with abandon or not at all." —Harriet van Horne

In "Debts of Pleasure" and "America, Your Food Is So Gay," John T. Edge and John Birdsall, respectively, bring to light two distinct groups of people who have shaped American cuisine and how their contributions have been neglected. By encouraging readers to consider just who is behind their plate of food, Edge and Birdall brought new perspectives to the ritual of eating. Most importantly, each piece answered the question of "So, what?" by informing readers about how this new knowledge should inform the way they consider food and chefs.

For your essay, think of a time when you discovered something about food, food practices, cooking, etc. that changed the way you eat or think about food. This could be reading an article that informed you, tasting a new type of cuisine, cooking a traditional meal with your family, or grocery shopping on your own for the first time--anything that made you reconsider preconceived notions. The goal of the paper is not only to relate how this experience changed you, but why other people should care about your revelation as well.

Logistics: Your essay (500-700 words) should be structured as a position paper: an introduction that ends with a proposition followed by two reason paragraphs beginning with transitions.

- WA 2—Due Monday, February 9 *Post to Moodle Discussion*
- Peer Review (PR)—In class on Monday, February 9
- WA 2, PR, and Writer's Response (WR)—Due Wednesday, February 11 *Submit to Moodle*

Requirements:

- Try to include a quote from one of the articles discussed.
- Make sure you have an original title.
- Use 12 pt, Times New Roman or Times. Double space. Number pages. Include a word count.

Use MLA documentation form for in-text citations and include a Works Cited sheet. (See owl.english.purdue.edu or any other current guide to MLA format)

WA 3: Economics of Eating

“One cannot think well, love well, sleep well, if one has not dined well.” —Virginia Woolf

Our readings have delved into issues surrounding poverty and food. By chronicling the everyday life of a family on government assistance, Eli Saslow shed light on the challenges faced by legislators and everyday people in solving the problem of hunger. Lars Eighner wrote about the finer points of alternative food sources in a systematic way. And through reflection on her own experiences, Sarah Smarsh expounded on the life-long complications of poor eating. All commented on the stigma surrounding issues of wealth and food.

Stage a conversation between one or more of these articles in which you develop your own position. As with all the essays so far, your voice should be central. Consider finding commonalities between the texts and/or any dissonances between them to stake out space for your own argument. Make sure to incorporate all the elements we’ve discussed: presenting proposition and supporting reasons, emphasizing analysis, and answering the questions of “So what?” and “Who cares?” Also, pay close attention to your use of transitions, pointing words, and repetition of key phrases. You are building a unique argument with the foundation of what others have said.

Logistics: Your essay (500-750 words) should be structured in the academic, argumentative format: an introduction that ends with a proposition followed by two reason paragraphs beginning with transitions. Remember to write a descriptive outline.

- ★ WA 3 with Descriptive Outline (DO)—Due Friday, February 20 *Post to Moodle Discussion*
- ★ Peer Review (PR) with DO—In class on Friday, February 20
- ★ WA 3, PR, and Writer’s Response (WR)—Due Monday, February 23 *Submit to Moodle*

Requirements:

- You must include a quotes from at least two pieces we’ve read.
- Make sure you have an original title
- Use 12 pt, Times New Roman or Times. Double space. Number pages. Include a word count.

Use MLA documentation form for in-text citations and include a Works Cited sheet. (See owl.english.purdue.edu or any other current guide to MLA format)

WA 4: A Re-vision

“In the process of revision I discover things.” —Rita Dove

WA 4 is asking you to revise one WA (1, 2, or 3). When you go to revise one of the essays, you should not think of this as merely editing it, but rather as a “global revision.” By this I mean, your essay should undergo revision on a large scale, not a series of small fixes. Use the peer feedback, my comments, and your own new ideas to revise one essay. For this final Unit 1 assignment, your essay must have an ending. You will need to add a fourth paragraph that brings your essay to a meaningful conclusion.

This assignment should bring to light *writing as a process*. Take the time to make thoughtful and meaningful revisions. In the end, your essay might be radically different from where it started as you critically think about structure and explore and deepen your line of inquiry. You should feel total liberty to take risks as you revise and work with the structure and content of your original draft—you might find that your thinking evolves as you work through these changes. As always, feel free to consult with me at any point.

Questions to Consider During Revision:

- Does this essay reflect my best work on position papers?
- Am I utilizing the strategies we’ve discussed in class?
- Am I saying what I want to say in this essay?
- Is what I am exploring important to me? Why should my audience care?
- Are there alternate positions about this issue that complicate my understanding of my original proposition?

Resources:

- Our conferences on Wednesday.
- My office hours: Monday, 2-3:00 p.m.
- The Writing Center with peer writing tutors in the lower level of the library (contact jpowers@wheelock.edu for more information).
- And your classmates. They’ve helped you get this far and can provide insight to revision!

Logistics: Finally, in addition to your essay, I am asking you to attach the first draft of your essay and your first draft with the peer review packet.. *Please submit everything in this order in a single document:*

1. WA 4: A 750-1,000 word, four-paragraph essay; clear proposition at the end of the introduction, followed by two paragraphs that open with transitions and reasons, and a meaningful ending
2. the first draft of your revised paper with all the bells and whistles (aka peer reviews, DOs, and writer’s response),
3. instructor comments from the original version (copy and paste the long comment on all aspects of the essay), and
4. an acknowledgement page: a paragraph acknowledging those who helped in any capacity or gave you feedback during the writing process

****WA 4 is due Wednesday, March 4 to Moodle in a compatible file type.****

Unit 2 Sequence: Research and the Academic Conversation

Overview We began this course by surveying a range of issues related to food and food practices. Now, you will be embarking on your own research concerning one aspect of food. To begin this process, you will narrow your area of interest by developing a line of inquiry. Then, you will pursue this line of inquiry through extensive research, assessment, and reflection. The final product for this unit will be an annotated bibliography that summarizes and critically examines a total of 6-8 sources and will serve as the foundation of your final unit in which you create a research paper and a proposal for a related advocacy plan.

At this point, you do not need to have an end product in mind. In fact, that will hamper your research and the progression of your ideas. Instead, go forward with an open mind and see where the research takes you!

Writing Assignment 2.1: Developing a Line of Inquiry Conduct some preliminary research on your general field of interest: complete some web searches and browse through the results, search through the Wheelock Library catalogue to see if there are any books and/or articles that pop up, see if any encyclopedias would have helpful entries, or talk with your friends, family, and any other advisors. Some of this work will be done during our lab in the Library. Once you have a general overview of the topic, complete the following questions:

1. What questions, issues, and problems appear repeatedly? Why do people think they are important?
2. Are there arguments, debates, or controversies that appear in what you've found? What positions have others taken? What seems to be at stake in these arguments? Do you find yourself siding with some people and disagreeing with others?
3. Is there some aspect of your topic that people do not seem to pay much attention to? Why do you think this is so? Are they neglecting questions or issues that could provide a good focus for research?
4. Given what you have read so far, what questions, issues, arguments, and controversies do you find most interesting? What, in your view, makes them important?

Once you have answered these questions, provide the following:

1. Identify the general topic or problem of the research and explain its significance.
2. Present the specific issue and the research question you are addressing.

Answering all these questions should take 3-4, double-spaced pages.

****Submit to Moodle by class time on Friday, March 6****

Writing Assignment 2.2: Finding Your Sources Once you have narrowed in on your research question, keep doing additional searches for your sources. Use the skills from the lab day in the library. You can also refer to chapters 14, "Working with Sources," and 15, "A Guide to Print, Electronic, and Other Sources," from *The Call to Write* (posted on Moodle) for additional guidance. You will begin by writing out the bibliographic information for 5 sources. When finding sources, make sure to refer to the final requirements at the end of this assignment page. Use MLA format for all citations and for the document formatting. You will only be submitting the bibliographic information, *so make sure that everything is perfectly formatted*. Use *The Call to Write*, pages 450-464, or *The Purdue OWL* (<https://owl.english.purdue.edu/>) as a reference.

****Submit to Moodle by class time on Monday, March 16.****

Writing Assignment 2.3: Summarizing Your Sources The next step is to write brief, unbiased, accurate summaries for each of your sources. We have discussed summaries in the past and will go over them again. Summaries are one paragraph (3-5 sentences) and need to answer these questions:

1. Who wrote this article and why?
2. What are the main arguments?
3. What is the point of this book or article?
4. What are the supporting claims and examples?

In essence, consider what you would say if someone unfamiliar with the sources asked what this article/book is about.

****Post to Moodle forum by Friday, March 20.****

Writing Assignment 2.4: Assessing and Reflecting on Your Sources Now that you have summarized 5 sources, you will start analyzing and reflecting on your research. Consider the gaps in your research so far and add 1-3 sources. Write summaries for these additional sources and then evaluate all the sources you have. Evaluations and reflections should focus on your research. Answer these questions in 1-2 paragraphs:

Evaluating

1. What is the goal of this source?
2. Is this source biased or objective?
3. Is the information reliable?
4. What kind of research is this source useful for?
5. How does it compare with other sources in your bibliography?

Reflecting

1. How does this source help you shape your research?
2. How can you use this source in your project?
3. Has it changed how you think about your topic?

****Post to Moodle forum by class time on Friday, March 27.****

Writing Assignment 2.5: Revised Annotated Bibliography You should now have first drafts of summaries, evaluations, and reflections for all your sources. Based on peer feedback, revise your annotated bibliography. This will be the final version assignment for this sequence and the foundation for your next unit.

Requirements:

- 6-8 relevant sources with annotations (summary, evaluation, and reflection)
- Sources must include at least one book, two scholarly articles, and one popular article
- No more than one source that was originally published online (online versions of printed sources and online-only scholarly journals are not included in this)
- MLA format for all citations—proper citation is part of this unit, so I will be looking at citation format closely

A note on grading: Assignment sequences leading up to the final will be worth 5% of your final grade. WA 2.5 will be comprise 20% of your final grade. However, failure to complete any of the assignments in the sequence can put WA 2.5 in jeopardy.

****Due to Canvas by class time on Wednesday, April 1****

Unit 3 Sequence: Writing that Promotes Action

Overview The culminating unit of your first-year writing work will feature two parts, both of which draw on your previous research: (1) an academic research paper and (2) an advocacy campaign proposal. After conducting extensive research, you will now channel that into a paper that places your perspective within the framework of the existing conversation. This paper will serve as sort of introduction into the academic community. However, your research should also have a life outside the classroom—the advocacy campaign proposal challenges you to take your academic work into the real world. Between these two phases, we can understand that research and writing can have meaningful implications for the impact we have on our communities.

Phase I: Academic Research Paper Using your research from the Annotated Bibliographies, you will craft a paper in which you (1) work with sources to create an interplay of perspectives and interpretations instead of summarizing what authorities have said, (2) identify the central discussions, debates, and controversies in a field and use them to locate your own thinking; and (3) to create your own research space to explain why and how the issue is worth investigating and what makes it meaningful.

WA 3.1: Academic Research Paper Outline Begin your writing process by developing a detailed outline of your research paper. Your outline should include the following:

- your research question and your perspective on the issue,
- an outline of your key points and supporting ones,
- where you will include your sources,
- important quotes from sources, and
- concluding thoughts.

The outline should reflect the structure of how you will organize your final version of the paper. Critically consider how to present information for readers who are unfamiliar with your topic.

****Bring five hard copies to class on Friday, April 10****

WA 3.2: Academic Research Paper First Draft Compose a rough draft of your essay in which you position yourself in the context of your sources. Continue to use the elements of academic writing we discussed in the previous unit: transitions between paragraphs, focusing on analysis, developing a nuanced position, using sources in meaningful ways, and considering the questions of “So What?” and “Who Cares?”

****Post to Moodle by class time on Friday, April 17****

WA 3.3: Academic Research Paper Revised Draft Revise your Academic Research Paper based on your peer feedback. You should partake in extensive revision in which you focus on the three elements of academic writing: (1) establishing relationships between your sources, (2) identify central debates and controversies, and (3) create space for your own perspective.

Requirements:

- 5-7 pages exploring your own line of inquiry based on your annotated bibliography
- Integrate at least three sources into your paper in meaningful and productive ways
- Include in-text citations and a Works Cited page in MLA format
- Format the entire paper in MLA format (1 inch margins, proper heading, header on all pages, 12 pt. font, Times New Roman or Times)
- Submit a compatible file to Moodle (not Pages!)

****Submit to Moodle by class time on Wednesday, April 22****

Phase II: Advocacy Campaign Proposal

Advocacy campaigns not only inform people about an issue, but also persuade them to act by joining with others in calling for change. While you are certainly explaining and educating people about an issue, the main goal is to engage them and cause them to take action in some particular way. The best advocacy campaigns focus on very specific issues and often specific places, which means you may have to narrow your topic even further in order to develop a meaningful campaign.

WA 3.4: Developing Advocacy Campaign Presentation Before you finalize your plans for the advocacy campaign, you will give a brief, informal presentation of your proposed plan to the class. The goal of this presentation is to share your developing thoughts on how to promote change surrounding your issue and to gain valuable feedback from your peers. Your presentation should last five minutes and include a slideshow. Slides should include:

- background information on the issue and what the problem is,
- overview of your proposed advocacy campaign,
- target audience for campaign materials,
- written or visual texts you would develop, and
- a timeline for developing and implementing the campaign.

After presentations, the class will be asked to give meaningful feedback on the proposed advocacy plan. Think critically about how the plan responds to the issue, if it is feasible, and the strengths and weakness. You will be evaluated both on your presentation and your participation as an audience member.

****Present on your given day, either Monday, April 27 or Wednesday, April 28****

WA 3.5: Advocacy Campaign Proposal With your peer comments in mind, reconsider and revise your advocacy campaign and finalize your proposal. You should make significant changes based on what was discussed in class. Your Advocacy Campaign Proposal should include the following sections:

- Background (the issue, who is affected, why people should care, etc)
- Overview and Goals of Campaign (mission statement for the campaign, what your campaign will accomplish, why it is the best solution, how you will implement it, etc)
- Target Audience and Agents of Change (audience of the campaign, how you will reach them, consider opponents and possible advocates, etc)
- Campaign Materials (texts you will use to disseminate information such as posters, letters, petitions, videos, blogs, websites, etc)
- Timeline (a detailed timeline that includes planning time, creation of materials, implementation, and assessment)

****Submit to Moodle by class time on Monday, May 4****

A note on grading: The revised version of the Academic Research Paper is worth 15% of your final grade and the Advocacy Plan Proposal is worth 10%. Writing Assignments 3.1, 3.2, and 3.4 will compose 5% of your final grade, with emphasis on the presentation.