



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
English Department

UNC Dual Enrollment with Bennett High School

English 123-676: College Research Paper
Spring 2021

Instructor: Shaina Workman

Contact Information 720-437-9501 and workman.shaina@gmail.com

Office Hours: 1-3pm

Course Meeting time: 7:55-8:48am

Start: January 4, 2021

End: May 20, 2021

Bennett Spring Break: March 15-19, 2021

Course Catalog Description

Instruction in diction, style, logical analysis, research techniques and organization of college level research papers. (LAC, gtP*)

The Colorado Commission on Higher Education has approved English 123 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<http://higherred.colorado.gov/academics/transfers/gtpathways/curriculum.html>

Prerequisite: ENG 122, an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or SAT Reading score of 34 or higher after March 2016.

Liberal Arts Core & Gt Pathways Student Learning Outcomes for Area 1

The Liberal Arts Core Area 1 requirement in Written Communication is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill Area 1 students are required to take 6 credit hours in written communication coursework, 3 credit hours in area 1a (ENG 122) and 3 credit hours in area 1b (e.g. ENG 123 or ENG 225). Each course in the Written Communication sequence assumes that writing is a recursive process. UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

Core Competency: The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written

communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. (All outcomes listed below are for GT-CO1 and GT-CO-2.)

Student Learning Outcomes

Students Should Be Able To...

- Employ Rhetorical Knowledge
 - Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
- Develop Content
 - Create and develop ideas within the context of the situation and the assigned task(s).
- Apply Genre and Disciplinary Conventions
 - Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields.
- Use Sources and Evidence
 - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - Follow an appropriate documentation system
- Control Syntax and Mechanics
 - Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Course Content Criteria

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO2 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

- Deepen Rhetorical Knowledge
 - Focus on rhetorical situation, audience, and purpose.
 - Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
 - Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
 - Practice reflective strategies.
- Deepen Experience in Writing a.
 - Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
 - Critique one's own and other's work.
- Deepen Critical and Creative Thinking
 - Evaluate the relevance of context.
 - Synthesize other points of view within one's own position.
 - Reflect on the implications and consequences of the stated conclusion.
- Use Sources and Evidence
 - Select and evaluate appropriate sources and evidence.
 - Evaluate the relevance of sources to the research question.
- Deepen Application of Composing Conventions
 - Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
 - Use specialized vocabulary, format, and documentation appropriately.

Text and Materials

Open-access Materials:

Writing Commons: a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

Purdue OWL: The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material.

Course Policies and Procedures

Attendance Policy

Students are required to be in class every day. Students have 3 unexcused absence “freebies” but no more. If students know of an upcoming absence, please notify me in advance through canvas so I can keep track of it. Students may have more absences due to activities but those should be made known prior to the absence.

Late Work Policy

Assignments are typically due at 7:50am on their due dates. In some cases they are due at 9am when they are completed during class. Late assignments are deducted points by 10% each day they are late. After one week, the assignments are no longer worth any points.

Grading Policies

Completion of all assignments does not guarantee earning a passing course grade. Students should save all papers and graded assignments, and students cannot pass this class if they do not at least attempt all major essay assignments.

Weighted and averaged points for the course will be computed according to the following plus or minus grade scale:

93–100 = A	90–92 = A–	
87–89 = B+	83–86 = B	80–82 = B–
77–79 = C+	73–76 = C	70–72 = C–
67–69 = D	0–66 = F	

Number grades that fall between two whole numbers will be rounded up if they are 0.5 or higher. (Example: 86.5 = 87; 86.3 = 86)

The required grade to pass this course is a D. However, a student must earn a C- or above in order to transfer this course to another institution in Colorado.

Technology Policy

Students are required to have a laptop every day in class. If students do not have their own laptop, one can be checked out from the school library and must be checked out PRIOR to class starting. We will use our laptops every day. Cell phones are only allowed during independent work time and must not be distracting to those around you.

Major Assignments

- *Argumentative, scholarly, research-based, thesis-driven essay assignment of at least 2,500 words and with a minimum of 5 peer-reviewed, scholarly sources*
- *Scaffolding for the major research project, which may include:*
 - *Proposal / Brainstorming*
 - *Outline / Sketch*
 - *Multiple Drafts (for recursive revision stages)***These drafts should incorporate peer review, formative instructor feedback, and (preferably, if possible) one-on-one and/or group conferencing with the instructor*
 - *Final Product*
- *Reflective Work*
 - *Students should have assignments that provide opportunities for reflection (reflecting on their project’s evolution, reflecting on the impact of revision choices, reflection on peer review processes, reflection on what they’ve learned throughout the course, and so on)*
- *Remix / Final Presentation*
 - *Students should have the opportunity to present their research project to the class. This presentation should involve a remixing of their Final Product (i.e. transforming the medium of their Final Product—for example: changing from a text-based essay to an oral presentation or video).*

- *Annotated Bibliography / Research Review / Worknet*
 - *Students should have an opportunity to analyze, synthesize, and evaluate their research / sources. Instructors can choose what shape this takes, whether that be a traditional annotated bibliography, a research review, worknet, or some other form of analyzing/synthesizing research sources.]*

Student Support & Campus Resources

Students with Disabilities- Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Bennett High School counseling office to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Writing Center

The Writing Center is located in Ross 1230, and serves all enrolled students, faculty, and staff at the University of Northern Colorado. Clients receive help with a variety of areas, such as discussion of purpose, audience, and the writer's role in the work; development of ideas, main points, and structure; utilization of primary and secondary sources; utilization of documentation systems; and instruction in grammar. Writing center tutors do not edit but instead teach clients how to proofread their own work. Tutors work with all types of writing and with writers from all levels and abilities. The Writing Center provides the following services:

Visit <https://www.unco.edu/writing-center/>, to schedule an appointment.

UNC Library

Michener Library is a valuable resource for your work in this English course. There are millions of books and hundreds of databases available to help you research any topic imaginable! In addition to online and print resources, there are librarians available to help you with your research! You can get one-on-one help from a librarian in two ways:

- Schedule an appointment online: <http://unco.libcal.com/appointment/25783>
- Stop by Michener Library (first floor) and look for the offices with a sign that reads ENG 122/ENG 123 Librarian.

Student Safety & Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. “Disclosure” may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.

Classroom & Campus Expectations

Student Code of Conduct and Academic Integrity

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: honesty, trust, respect, fairness, and responsibility. These core elements foster an atmosphere, inside and outside the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

<https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>. Some but not all UNC instructors regard double or repeat submissions of one's own work as a form of plagiarism. If you intend to use in this course written material that you produced for another course, you must consult with your instructor before doing so for each individual assignment. Otherwise, you may be guilty of cheating.

Course Plan / Weekly Schedule

WEEK ONE: INTRODUCTIONS		
Readings	In-class	Homework / Essay Progress
-syllabus	-community building -syllabus review	-opening reflective work / diagnostic

KEY TERMS: research, argument

WEEK TWO: ARGUMENTATION		
Readings	In-class	Homework / Essay Progress
- Module One: The Research Process - Read “Rhetoric is Synonymous with Empty Speech” by Patricia Roberts Miller (found in <i>Bad Ideas About Writing</i>) -“Students Should Learn about Logical Fallacies” by Daniel Bommaritto (found in <i>Bad Ideas about Writing</i>)	-Discussion of Major Research Project assignment -In-class discussion of readings -overview of rhetoric, rhetorical analysis, rhetorical appeals -practice with appeals (identifying and designing)	-Module One quiz -summaries of readings -discussion questions on readings

KEY TERMS: argument, research, stasis questions, context, ethos, pathos, Kairos

WEEK THREE: RESEARCH PROCESSES		
Readings	In-class	Homework / Essay Progress
- Module Two: Finding Sources -“Research Starts with Answers” by Allison C Witte (BIAW)	-Topic exploration -Discussion of research processes / inquiry / carving out a research space / key terms searching	-Summaries from readings -initial progress / exploration for their approach to the Major Research Project

<p>-“Research Starts with a Thesis Statement” by Emily A Wierszewski (BIAW)</p>	<p>-source analysis (practice evaluating potential sources)</p> <p>-beginning Proposals</p>	<p>-beginning research</p> <p>-audience analysis (analyzing the expectations and conventions within their anticipated target audience)</p> <p>-source analysis (practice evaluating potential sources)</p> <p>-Quiz on Module 2</p>
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KEY TERMS: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity

WEEK FOUR: RESEARCH PROCESSES & TOPIC PROPOSALS		
Readings	In-class	Homework / Essay Progress
<p>-<i>Steps for Revising</i>, Purdue OWL</p> <p>-<i>Revision Strategies</i>, Grand Valley State University Fred Meijer Center for Writing and Michigan Authors</p>	<p>-practice with research and/or source evaluation</p> <p>-continued discussion of plagiarism</p> <p>-group discussion of topics / research questions</p> <p>-developing proposal</p> <p>-peer review workshopping proposals</p>	<p>-Proposal DUE</p> <p>-Peer Feedback on topics</p>

KEY TERMS: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response

WEEK FIVE: EVALUATING & CATALOGING SOURCES		
Readings	In-class	Homework / Essay Progress
<p>-“Plagiarism Deserves to be Punished” by Jennifer A. Mott-Smith (BIAW)</p> <p>-Annotated Bibliography Notes</p>	<p>-practice with annotating</p> <p>-discussion of documentation systems (epistemological / disciplinary emphases); follow up on their audience analysis</p> <p>-discussion of Annotated Bibliography assignment</p>	<p>-continuing to research, find and evaluate sources</p> <p>-send complete practice annotation (for one peer reviewed source) and send to instructor for feedback / review</p> <p>-reading summary</p>

KEY TERMS: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation

WEEK SIX: CONDUCTING & ORGANIZING RESEARCH		
Readings	In-class	Homework / Essay Progress
<p>-Module 4: Organizing Research</p> <p>-continued research / reading and evaluating potential sources for project</p>	<p>-library sessions</p>	<p>-continuing to research, find and evaluate sources</p> <p>-send complete practice annotation (for one peer reviewed source) and send to instructor for feedback / review</p>

		-build annotated bibliography and organize -Module 4 Quiz
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KEY TERMS: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation

WEEK SEVEN: ORGANIZING RESEARCH & ANNOTATING SOURCES		
Readings	In-class	Homework / Essay Progress
- Module Three: Peer Review -continued research / reading and evaluating potential sources for project	-workshopping annotated bibs	- Annotated Bibliography DUE - Module 3 Quiz

KEY TERMS: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation

WEEK EIGHT: STRUCTURING ARGUMENTS		
Readings	In-class	Homework / Essay Progress
-continued research / reading and evaluating potential sources for their project -“Formal Outlines are Always Useful” by Kristin Milliga (BIAW)	-discussion of outline / roundtable sketch -Discussion of reading	-drafting outline / roundtable sketch -Reading summary

KEY TERMS: Toulmin, Rogerian, causal arguments, evaluative arguments, proposals, arguments of fact, definitional arguments

WEEK NINE: ROUNDTABLE		
Readings	In-class	Homework / Essay Progress
-reading their classmates’ roundtable sketches in preparation for in-class discussion -continued research / reading and evaluating potential sources for their project	-Roundtables	- Roundtable Sketch DUE -Reflection on Roundtable Process

KEY TERMS: peer review, response, revision

WEEK TEN & WEEK ELEVEN: PEER REVIEW		
Readings	In-class	Homework / Essay Progress
-their own work-in-progress -continued research / reading and evaluating potential sources for their project	-workshopping Draft 1	- Workshop 1 Draft DUE

KEY TERMS: peer review, response, revision

WEEK TWELVE & THIRTEEN: CONFERENCING

Readings	In-class	Homework / Essay Progress
-their own work-in-progress -continued research / reading and evaluating potential sources for their project	-conferencing with instructor in small groups	- Conference Draft DUE -Reflection on Conference Due

KEY TERMS: peer review, response, revision, formative feedback

WEEK FOURTEEN: PEER REVIEW

Readings	In-class	Homework / Essay Progress
-their own work-in-progress -continued research / reading and evaluating potential sources for their project	-workshopping Draft 2	- Workshop 2 Draft DUE

KEY TERMS: peer review, response, revision

WEEK FIFTEEN: REMIX / VISUAL RHETORIC

Readings	In-class	Homework / Essay Progress
-their own work-in-progress -continued research / reading and evaluating potential sources for their project -Module 5: Avoiding Plagiarism	-discussion of Final Presentation assignment / remix	- continued work on their project, revising Module 5 Quiz

KEY TERMS: remix, reflection, revision, visual rhetoric

WEEK SIXTEEN & SEVENTEEN: PRESENTATION

Readings	In-class	Homework / Essay Progress
-their own work-in-progress	-presentations	- Final Presentations DUE

KEY TERMS: remix, reflection, revision, visual rhetoric, feedback

WEEK EIGHTEEN: PRESENTATION

Readings	In-class	Homework / Essay Progress
-their own work-in-progress	-presentations	- Final Presentations DUE - Final Project, Major Research Project DUE

KEY TERMS: remix, reflection, revision, visual rhetoric

FINAL EXAM: Celebrations, final reflections, awards.

Grading Schema for above Sample Weekly Schedule:

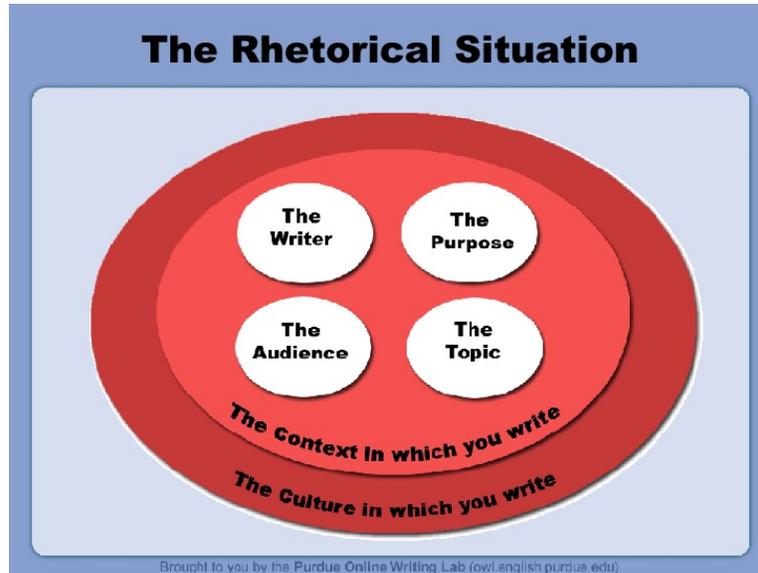
<i>Course Component</i>	Points Earned	Points Available
<i>Homework, Participation, In-class Work, Quizzes</i>		100 (10%)
<i>Reflective Work</i>		100 (10%)
<i>Annotated Bibliography</i>		100 (10%)

Major Research Project PROCESS -Roundtable (50 points) -Workshop 1 (25 points) -Workshop 2 (50 points) -Conference (50 points) -Workshop 3 (25 points)		200 (20%)
Major Research Project FINAL PRODUCT		400 (40%)
Final Presentation		100 (10%)
TOTAL		1000 (100%)

APPENDIX G: ENG 123 Sample Major Research Project Assignment

In this class, the majority of your time, labor, and learning will be devoted to the completion of a research-based, argumentative essay on a topic of your choosing. In order to introduce you to this task, this assignment sheet will work to frame your rhetorical situation. A rhetorical situation is any circumstance in which communication is happening.

KEY TERMS: rhetorical situation, argument, research, writer, purpose, audience, context



Purpose

Meeting your purpose is a very important component in any given rhetorical situation. Your purpose in this assignment will be to persuade a specified audience through a well-developed line of reasoning. Put another way, your purpose will be to convince a target audience of a claim by drawing on research. Achieving this purpose will require you to identify a line of inquiry (finding something that interests or compels you in some way) and to join a conversation about that topic that is likely already ongoing. For example, if you choose to write something about climate change, you are probably not the first person to write about that topic, right? Once you figure out what you want to research and write about, you will need to put your research skills to work, finding and evaluating sources that you might use to support the claim you wish to make about your topic. Alternatively, you may find research and sources that you want to work against (refute). Probably both! Throughout your recursive processes of writing, reading, and researching—you will begin to construct an effective argumentative essay. Successfully achieving your purpose will require you to think carefully about what types of sources you need, what values your target audience holds, and what line of reasoning will be most rhetorically effective (persuasive).

The Audience

Every student will need to identify an academic audience for their essay. And not everyone's will be the same; the audience will depend on the topic. You might pick something related to your major, but that's certainly not a requirement. You could also pick something that simply interests you or something about which you are passionate. Some examples: if you are a sociology or psychology major, you might be interested in the impact of social media on developing lasting friendships. If you're a geology major, you might be interested in the impact of fracking on Colorado's ecosystems. Whatever path you choose, your audience must be an academic one, but the discipline will vary from student to student. Part of being a successful rhetor is understanding what your audience needs from you. You will need to identify what rhetorical strategies are best suited for the audience you are targeting. There is no such thing as a generic academic audience—you must make choices based on the values, conventions, and expectations of your target audience, which should be connected in some way to an academic discipline(s).

The Writer

As the writer, you will need to think through your relationship to your audience. A very common conversation in college writing classrooms centers around the question of whether or not the use of first-person (“I”) is appropriate or not. You may have been told in past classes that it should be avoided. The truth is that there is not “right” answer to whether or not you should use first person—it completely depends on the values and expectations of the audience you address. For example, it might be appropriate to use the first person when signaling structural cues (“First, I will....”). It might also be appropriate to include anecdotal evidence (“Once during high school, I...”). However, the important thing to remember is that your presence in the essay depends on your audience.

The Topic

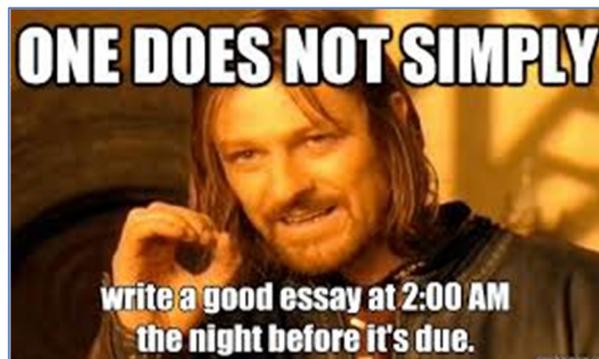
As explained above, each student will identify their own topic. But remember that your purpose in this assignment is not simply to tell your readers about a topic. Your purpose is not informative—it’s persuasive. After you identify your topic, you will need to move from topic to argumentative claim. In other words, you don’t just want to write all about climate change. You want to persuade a community of geologists that human activity-induced climate change is responsible for the rising death of coral reefs. That’s just an example, of course, but it is meant to help you see the difference from simply writing about something (informing) to drawing on research in order to convince your audience of something (persuading).

The Context

Broadly speaking, your context for this assignment is academia, but you will each narrow that down a bit depending on your topic choice/target audience. Academic contexts have particular values (things they think are important) and particular expectations (things you have to do in order to identify yourself as belonging to that community). Throughout this course, you will need to identify and thoroughly explore your context(s).

Process

One of the most important skills this course aims to teach all students is the value of a process-approach when it comes to writing.



Throughout this course, you will explore your topic, draft, get feedback, re-vise, draft again, revise again. You will craft your essay through a recursive approach requiring multiple points for feedback and revision.

The Nitty Gritty

Word Count

Your final essay will be a minimum of 2,500 words (and try not to exceed 3,500 words). This total does not count title page, or reference/works cited page.

Source Requirement

The essay must include a minimum of 5 scholarly, peer-reviewed sources (try not to exceed 10 scholarly, peer-reviewed sources). In addition to the peer-reviewed sources, the student may also draw on non-scholarly and/or non-peer-reviewed sources (such as newspapers, popular magazines, videos, interviews, etc.) though the appropriateness of such sources will depend on target academic audience. Note: a textbook cannot be used as one of your scholarly sources.

Final Due Date & Submission Requirements

Keep in mind that you will have many process steps where drafts are due for feedback (see the list of steps in the above left box), but the final product will be due on [insert due date]. Submission instructions are as follows [insert specifics of submission instructions].

Gt Pathways SLOs: 1a, 2a, 3a, 4a, 4b, 5a; Gt Pathways Content Criteria: 1a, 1b, 1c, 1d,, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5a, 5b

APPENDIX H: ENG 123 Sample Annotated Bibliography Assignment

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an annotated bibliography will include the following

- the actual citation
- a brief summary of the source (2-4 sentences)
- a brief statement of evaluation (2-4 sentences in which you evaluate the quality/credibility of the source as well as the source's relevancy to your project)

Example:

Smith, Jane. *Uncovering the Truth*. Routledge, 2018.

In this book, Smith explains a very great truth that everyone is really excited to learn about. The first 3 chapters explain three different types of lies. The final 3 chapters explain three different ways to think about the truth. Her central point throughout the entire book is that the truth is much more preferable than any lie could ever hope to be.

Dr. Smith is a professor of ethics at Harvard University and has published several books on the truth. This book is recent and published via a reputable press. She draws on other reputable sources throughout her book and the claims she makes throughout are highly persuasive and well evidenced. I will use this as a source of evidence of my second reason that I have to support my claim. This will be crucial because my audience will be expecting credible evidence in order to accept the reason.

Why Should You Write an Annotated Bibliography?

- To learn about your topic
- When you write annotations, you are forced to read sources more carefully!
- You read critically instead of just collecting information
- To help you formulate your thesis
- To help you think deliberately about how you will use your source rhetorically

What is the Purpose of Research?

The purpose of research is to state and support a thesis. A very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic.

What does it Mean to Assess or Evaluate a Source?

After summarizing a source, it is helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is the source biased or objective? What is the goal of the source?

The Nitty Gritty

Your annotated bibliography must include a minimum of 5 scholarly, peer-reviewed sources (and try not to exceed 10). Remember that you can absolutely include additional sources in your project, but the annotated bibliography should only be focused on your scholarly, peer-reviewed sources. You should format your citations according to the citation style of your choosing (make sure you run it by me for approval if you use something other than APA, MLA, or Chicago). I recommend the Purdue OWL as a resource for crafting accurate citations, as well as our campus Writing Center. Remember that regardless of citation style, your sources should be listed alphabetically (no numbering) and should have a hanging indent.

Gt Pathways SLOs: 1a, 2a, 3a, **4a, 4b**, 5a; Gt Pathways Content Criteria: 1a, 1b, 2a, 2b, 3a, 3b, **4a, 4b**, 5a, 5b

APPENDIX I: ENG 123 Sample Roundtable Sketch Assignment

During the semester, we will dedicate a week of class to presenting a “sketch” of your research in roundtable format. Roundtables are a form of academic discussion. Roundtable participants agree on a topic to discuss and they go back and forth—it’s a conversation with many voices. Each person is given equal right to participate (as illustrated by the circular figure of the round table).

For our purposes, all that week’s class meetings will be dedicated to each of you holding court for a moment with your topic and getting feedback, comments, questions, and suggestions from your peers.

Logistics of the Week?

You will all be assigned to a group of 5. On Tuesday, you will get together with your group of 5 and you will adhere to the following instructions:

- Designate an order of students (who’s going to go first, second, third...)
- The first student will then spend 3-5 minutes walking the rest of the group through their sketch (essentially a mapping of their project)
- After talking for 3-5 minutes, the rest of the group will then spend 5-7 minutes offering comments, ideas, suggestions, critiques, and questions.

Essentially, each group of 5 will devote 10 minutes total toward each member’s project. For a grand total of 50 minutes during class time. On Thursday, you will have a different group of 5 and repeat the process above. *[Instructor Note: the above design is for a Tuesday/Thursday course. Adjust as appropriate. Also, this assignment may be adapted for use as whole class, not groups. In other words, each student would share with the entire class and get feedback—rather than in small groups. This approach takes more class time but may be more appropriate for some courses. Additionally, instructors may find ways to assign sketch feedback outside of class as well (i.e. creating an online space where students can offer comments to one another’s sketches).]*

TIP: When it’s your turn to tell your group about your project, DO NOT exceed 5 minutes. The roundtable works best when conversations can happen. The majority of the 10 minutes should preferably be spent with all group members chatting about your project.

What does the Roundtable Sketch look like?

Every student is required to create a “sketch” of their project. This “sketch” will be due before class on Tuesday of Roundtable Week. It must be printed, and you will need to bring 5 copies, one for each group member). So far during the semester, you have done some topic exploration, focused in toward your proposal, and conducted research, building your annotated bibliography.

The “sketch” is just another process point along the trajectory of this semester. It can take a wide variety of forms, but here are a few ideas:

- A traditional, fully fleshed out outline of your essay (it **MUST** be substantive in order to give your classmates a rich, full sense of your project)
- A graphic representation of your project (like a blue print of sorts) maybe with text boxes or bubbles or spider-style.
- Perhaps some combination of the above?

Each sketch **MUST** include an explicit articulation of the student's thesis ("In this essay, I argue that...") **AND** must somehow map out the major body paragraphs/sections of the project.

*Your final product will undoubtedly be different from this initial sketching.

This is just meant as an inventive, ongoing step in your writing and research process.*

Gt Pathways SLOs: 1a, **2a**; Gt Pathways Content Criteria: 1a, 1d, **2a, 2b**