



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
English Department

UNC Dual Enrollment with Eaton High School

ENG 123-670: College Research Paper
Spring 2021

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SECTION ONE: OVERVIEW

UNC 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://highered.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.)

Students Learning Outcomes

Students Should Be Able To...

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

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

SECTION TWO: TEXTS AND MATERIALS

- *Everything's an Argument*, 8th edition 2019
Andrea Lunsford and John J. Ruskiewicz
ISBN 978-1-319-05627-8
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.
- [Bad Ideas about Writing](#), edited by Cheryl Ball and Drew Loewe

SECTION THREE: POLICIES

Attendance

Attendance is assumed and can affect your overall grade. The FYC program does not distinguish between "excused" and "unexcused" absences. EHS school excused absences do not count toward your count; however, if it is simply excused by your parents, it counts. If you have control over the absence, then it counts. As always, teacher discretion is the ruling factor for all absences. For your semester grade, the following is a breakdown of the FYC program policy on a weekly schedule:

- 1-3 absences: no change in overall grade
- 4 absences: no grade higher than a B
- 5 absences: no grade higher than a C+
- 6 absences: no grade higher than a C-
- 7 or more absences: failure in the course

Notes

- Failure to have, when required, *prepared* readings (that is, prepared on a paper copy) will result in .5 absence for the day.
- Plan to get sick; do not "skip" arbitrarily. Overall, plan your absences and be on time.
- Do not email your instructor about missing a class nor to "see what I missed." Rather, practice the "buddy system." To do as much, maintain a roster of at least three class contacts. It is mandatory for you to make personal contact with the instructor prior to a missed class. Failure to do so counts as an unexcused absence and will affect your overall grade.
- Prearranged, university-recognized absences count toward your overall allotment of absences. One proviso: your overall grade will not be lowered for *only* university-recognized absences. In such cases, one "grace" absence will be given. Please ask questions should this policy affect you.
- Two late entries to class equal one absence. If your absence total is thereby accounted between increments, your total will be rounded up (e.g., from 2.5 to 3 absences).
- An entry to class more than 10 minutes late will be counted as a full absence; likewise, leaving class early will be counted as a full absence (in that case, please advise your instructor before class).
- Missing a scheduled office appointment will count as one absence.
- Regardless of your attendance, you are responsible for all material covered in class.

Issues or Concerns. Students with comments or concerns about any aspect of this course (e.g., class content, instructor content or pedagogy, etc.) should first consult with their instructor. If an amicable solution cannot be reached, then students should contact the Director of First-Year Composition in order to discuss matters further.

Institutional. A writing class offers a special opportunity to discuss work in progress in a supportive yet critically demanding environment. As you develop drafts, you should bear in mind that you are "going public" with your work. This act carries with it an obligation for civil discussion and for understanding the concerns of your audience and their interests in your point of view.

- Unless you prefer otherwise, your writing may be used for classroom discussion.
- Last day to drop. Should the occasion arise, students are responsible for dropping themselves from the *course and verifying the process*.
- Grades may not be discussed by phone or e-mail.
- Should, at any time during the semester, you want to know how you are doing in the course, please consult your instructor during office hours.

Preparation and Participation (Classroom Protocol)

- Use the restroom prior to class; presuming to leave the classroom is not acceptable behavior.
- Turn off and stow all cellular phones, laptop computers, and other electronic devices unless instructed otherwise. Failure to comply will be considered under both attendance and participation.
- For each class session, your preparation and voluntary, informed participation include having *your own copy* of assigned texts (no sharing) and the entire reading assignment prepared (not *almost* all of it).
- Have notebook paper and pen ready. Remember: Proper Preparation Prevents Poor Performance (PPPPP). Put another way, "When you fail to plan, you should plan to fail."

Regarding Writing Assignments

- All exercise prompts will be developed in class.
- Do not send unsolicited drafts to your instructor via email.
- Assignments are due at the beginning of the class period for each due date.
- Only those assignments that have been drafted according to the syllabus schedule will be accepted for full credit.

Disabilities Statement. Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at Eaton High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

SECTION FOUR: PROGRAM AND UNIVERSITY POLICIES

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be asked to leave the classroom. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. Instructors will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise instructors of this preference early in the semester so that they may make appropriate changes to their records.

Plagiarism. Plagiarism is the intentional or unintentional attribution of another's ideas, materials, or language as your own without proper documentation. Plagiarism is a serious issue and is grounds for failure in this course and will receive further University attention. The Department of English at UNC has adopted the following policy regarding plagiarism:

<http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html>

Students who are caught plagiarizing will receive a final grade of "F" in the course. In addition, they will be reported to the Chair of the Department of English and the Dean of Students' office for possible further disciplinary action. 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.

Title IX. From the UNC web site: "Sexual misconduct (including sexual harassment and sexual assault) is not simply inappropriate behavior; it is against the law. Students who engage in sexual misconduct against other students violate Title IX of the 1972 Education Amendments, which protects against sex discrimination in the educational setting. The University of Northern Colorado prohibits and will not tolerate sexual misconduct or discrimination that violates federal or state law, or the University's antidiscrimination policy and grievance procedure." For more information, see the following: <http://www.unco.edu/sexualmisconduct/>.

SECTION FIVE: EVALUATION AND ASSESSMENT

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

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.

On a quantitative basis, your grade in the course will be a *semester* grade, not a direct response to any given assignment. Regardless, here is a rough breakdown:

Annotated Bibliography	10%
Process Work	30%
Research Project Final product	40%
Final Presentation	10%
Attendance/In-class work/Participation	10%

SECTION SIX: THE WRITING CENTER & LIBRARY

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:

- Free and confidential tutoring assistance for all writing projects

- Useful handouts covering almost every writing concern from punctuation to documentation.
 - Assistance for ELL students
 - Workshops on common writing issues
- Writing Center Hours: 9 AM to 5 PM, Monday through Friday. Appointments required.

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.

SECTION SEVEN: COURSE PLAN/ WEEKLY SCHEDULE

- This schedule is **subject to change**, so watch for announcements.
- The daily agenda is available on classroom as a presentation - changes in schedule will be posted there.

	WEEK ONE: ARGUMENTATION	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Reading and Understanding Arguments (Chapters 1-4)	-Discussion of Major Research Project (MRP) assignment -In-class discussion of selected chapters from <i>Everything's an Argument</i> -overview of rhetoric, rhetorical analysis, rhetorical appeals <i>Key terms: invitational arguments, Rogerian argument, rhetoric, forensic arguments, deliberative arguments, epideictic arguments, stasis theory, intended readers, invoked readers, pathos, ethos, logos, Kairos</i>	-Activities from <i>EAA</i> chapters: Analyzing arguments (Respond p 19, p 30)
	WEEK TWO: ARGUMENTATION	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Reading and Understanding Arguments (Chapters 5-6)	-In-class discussion of selected chapters from <i>Everything's an Argument</i>	-Activities from <i>EAA</i> chapters -Mind

Chapter 17: Academic Arguments	-In-class discussion and process work for “Developing an Academic Argument” (p 411) with a focus on the first 3 steps <i>Key terms: invitational arguments, Rogerian argument, rhetoric, forensic arguments, deliberative arguments, epideictic arguments, stasis theory, intended readers, invoked readers, pathos, ethos, logos, Kairos</i>	Mapping/Brainstorming topics for MRP
	WEEK THREE: RESEARCH PROCESS	
Readings	In-Class	Homework/Essay Progress
<i>Everything’s an Argument</i> Chapters 18-21	-Topic exploration -Discussion of research processes / inquiry / carving out a research space / key terms searching -source analysis (practice evaluating potential sources) <i>Key terms: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity</i>	-Activities from <i>EAA</i> chapters 18-21 -initial progress / exploration for their approach to the Major Research Project -beginning research -audience analysis (analyzing the expectations and conventions within their anticipated target audience)
	WEEK FOUR: RESEARCH PROCESS & TOPIC PROPOSALS	
Readings	In-Class	Homework/Essay Progress
<i>Everything’s an Argument</i> Chapters 18-21	-practice with research and/or source evaluation -continued discussion of plagiarism -group discussion of topics / research questions -developing proposal -peer review workshopping proposals <i>Key terms: sources, peer review, credibility, reliability,</i>	-Proposal DUE

	<i>relevancy, plagiarism, academic integrity, response</i>	
	WEEK FIVE: EVALUATING & CATALOGING SOURCES	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Chapters 13, 17 -continued research / reading and evaluating potential sources for their project	-practice with annotating -discussion of documentation systems (epistemological / disciplinary emphases); follow up on their audience analysis -discussion of Annotated Bibliography assignment <i>Key terms: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation</i>	-continuing to research, find and evaluate sources -send complete practice annotation (for one peer reviewed source) and send to the instructor for feedback / review
	WEEK SIX: CONDUCTING & ORGANIZING RESEARCH	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Chapters 18-21 -continued research / reading and evaluating potential sources for their project	-continuing to research, find and evaluate sources <i>Key terms: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation</i>	-build annotated bibliography and organize
	WEEK SEVEN: CONDUCTING & ORGANIZING RESEARCH	
Readings	In-Class	Homework/ Essay Progress
<i>Everything's an Argument</i> Chapters 18-21 -continued research / reading and evaluating potential sources for their project	-continuing to research, find and evaluate sources <i>Key terms: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response,</i>	-continue to build annotated bibliography and organize

	<i>discipline, documentation</i>	
	WEEK EIGHT: ANNOTATING SOURCES	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Chapters 8-12 -continued research / reading and evaluating potential sources for their project	-workshopping annotated bibs <i>Key terms: sources, peer review, credibility, reliability, relevancy, plagiarism, academic integrity, response, discipline, documentation</i>	-Annotated Bibliography DUE
	WEEKS NINE & TEN: STRUCTURING ARGUMENTS	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Chapters 7-12	-discussion and activities with chapters 7-12 -analyzing their work-in-progress in conjunction with chapters 7-12 -continued audience analysis in conjunction with chapters 7-12 -discussion of outline / roundtable sketch <i>Key terms: Toulmin, Rogerian, causal arguments, evaluative arguments, proposals, arguments of fact, definitional arguments</i>	-drafting outline / roundtable sketch
	WEEK ELEVEN: ROUNDTABLE WEEK	
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 <i>Key terms: peer review, response, revision</i>	-Roundtable Sketch DUE
	WEEK TWELVE: 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 <i>Key terms: peer review, response, revision</i>	-Workshop 1 Draft DUE
	WEEK 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 <i>Key terms: peer review, response, revision, formative feedback</i>	-Conference Draft DUE
	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 <i>Key terms: peer review, response, revision, formative feedback</i>	-Workshop 2 Draft DUE
	WEEK FIFTEEN: REMIX/ VISUAL RHETORIC	
Readings	In-Class	Homework/Essay Progress
<i>Everything's an Argument</i> Chapters 14-16 - their own work-in-progress -continued research / reading and evaluating potential sources for their project	-discussion and activities with EAA chapters 14-16 -discussion of Final Presentation assignment / remix <i>Key terms: remix, reflection, revision, visual rhetoric</i>	-continued work on their project, revising
	WEEK SIXTEEN: PRESENTATION	
Readings	In-Class	Homework/Essay Progress
- their own work-in-progress	-presentations <i>Key terms: remix, reflection, revision, visual rhetoric,</i>	-Final Presentations DUE

	<i>feedback</i>	
	WEEK SEVENTEEN: PRESENTATION	
Readings	In-Class	Homework/Essay Progress
- their own work-in-progress	-presentations <i>Key terms: remix, reflection, revision, visual rhetoric, feedback</i>	-Final Presentations DUE -Final Project, Major Research Project DUE

SECTION EIGHT: MAJOR ASSIGNMENTS

Major Research Project Assignment

In this class, most 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

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. So, 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?

When is this due?

[Insert information about practice annotations for homework, due date for workshopping, final version due date, and opportunities for revision.]

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

Roundtable Sketch Assignment

During week 11 of 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.

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**