ENGLISH 201 SYLLABUS
What it does it mean to be literate in the 21st century? Is literacy just knowing how to read and write? Does that change in different spaces? With different audiences? What about digital literacy? Work literacies? Academic literacies? Home literacies? In a world as complex as ours, what does it really mean to be a literate person? To investigate this question, we’ll engage with scholars in literacy studies and do our own scholarly research.

In this course, we will engage in some of the central work of the academy as nascent academics. As apprentice scholars, we will consider what it means to engage in scholarly conversations, create and complicate knowledge, and share that knowledge with others. **Ultimately, the goal of this class is to introduce you to the literacy practices of upper-level undergraduate and early graduate-level work.** That is, we will study literacy both as content (what is the nature of literacy?) and as practice (what are the literate practices of the academy? how do we engage in those practices?).

You will be asked, in this class, to take on the persona of a scholarly researcher and to really attempt to make a contribution to the field of literacy studies. All of the work of this class is designed to build toward toward the final seminar paper: scholarly inquiry into a research question related to literacy. The first few weeks of the semester will be dedicated to providing a thorough groundwork for scholarly conceptions of literacy. The rest of the semester will be dedicated to working through the process of composing a scholarly essay.

English 201 is a 3-credit, intermediate-level writing course that satisfies the university’s Communications B requirement for enhancing literacy skills, specifically writing.
contacting me

Please contact me if you have questions about anything at all! You can get to me via text, phone, email, an office appointment, or twitter. For more information, see below.

Text: If you’ve got a brief question and need a quick response, text me! Wherever possible, I prefer text and will get back to you ASAP.

(e.g. “Is class cancelled tomorrow?”, “How many copies did you want us to bring to class?”, “Can we schedule an appointment?”)

Call: When you’ve got a more complex problem that you want to talk through, call me. I get really poor reception at home, though, and often miss phone calls so it’s best to text me first and schedule a phone call.

(e.g. “I’ve got writer’s block... what do I do?”, “Can you help me understand the assignment more clearly?”)

Email: If you have a complex question and, like me, are better at clearly expressing yourself in writing or if your question is related to a piece of writing that you need to attach, email me. I’ll get back to you within 24 hours.

(e.g. “Would you mind looking at my introduction and letting me know if I’m on the right track?”, “Is this the right format for our papers?”)

Office Appointment: I love, love, love meeting with students (or anybody really) to talk about writing, so absolutely don’t hesitate to make an appointment with me. Plus, BONUS, I have a comfy recliner and tea on demand! If you’ve got writer’s block, didn’t understand something we talked about in class, want to work on syntax and grammar, or just want to chat about the class, talk to me after class, text me, or email me and we’ll set up a time to talk in my office over a cup of tea!

(e.g. “I’m not sure what to write about.”, “Could you read an early draft of my paper and help me revise?”, “How am I doing in this class?”)

texts and materials

In order to keep this class cheap and accessible, there are no texts to purchase for this class. Instead, all readings will be accessible digitally through Learn@UW. You will need, however:

• Something to read with. You are required to bring whatever readings were due that day to class—digitally or in print. As such, feel free to bring and use laptops/tablets to avoid having to pay to print the copious readings for this class.
• **Something to write with.** With regard to materials, then, you should have something you use to take notes (computer, tablet, notebook—I’m a computer gal, but notebooks are scientifically proven to be better for your learning. The choice is yours!). All major essays for the class, though, must be typed rather than handwritten.

• **Something to print with.** You may also be required to print out essays for peer review, you should have to have access to a printer. I will try to keep this to a minimum, however, to keep costs down.

• **Something to access the internet with.** Though we’ll be in a computer classroom, you’ll want to be able to access the internet at home. If you don’t have internet access at home, that’s fine—just let me know so I can print out course materials for you.

**grades**

Grades aren’t all they’re cracked up to be. Not only are they bad at measuring our learning/growth, they actually sometimes to inhibit learning. As such, unless you ask for it in course reviews, your grade will not be determined by my evaluation of your work. Instead, grades will be determined based on your dedication to the work of the course. More specifically:

**You are guaranteed an A if you:**
- Come prepared and participate in all class sessions
  - Note/Exception: You are allowed one unexcused absence with no penalty and a few days where you may be less active, but generally you should be active participant in class.
- Turn in all homework, complete and on time
  - Note/Exception: You are allowed one late assignment for which you did not request an extension before the deadline with no penalty.
- Accomplish the major goals of each major assignment
  - Note/Exception: Basic goals will be explicitly outlined on each assignment prompt. You are allowed one or two times when you’ve not quite met a basic goal.

**You are guaranteed a B if you:**
- Come prepared and participate in most class sessions
  - Note/Exception: For a B, you should have no more than five absences, though you may discuss extenuating circumstances with your instructor. You’re allowed a few off days where you may be less active, but generally you should be active participant in class.
- Turn in all homework, complete and on time

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2 See Alfie Kohn, “The Case Against Grades,” in *Educational Leadership* 2011
- Note/Exception: For a B, you are allowed two late assignments for which you did not request an extension before the deadline OR one late assignment and one incomplete small assignment (because they are the central focus of the course, the one allowed incomplete assignment does not include drafts of the major course essay, research report, or research proposal).

- Accomplish the major goals of each major assignment
- Note/Exception: Basic goals will be explicitly outlined on each assignment prompt. You are allowed two or three times when you’ve not quite met a basic goal.

You are guaranteed a C if you do not meet the above criteria, BUT have:
- missed less than four weeks of class
- completed at least half of the small assignments
- completed all major assignments in good faith

Those other grades...
You will receive either a D or an F if you do not meet the requirements for a C. If you are at risk of receiving a D or an F, I will absolutely be in contact with you to see what we can do to prevent your receiving a D or F.

feedback

A central philosophy and practice of English 201 is that writing is a process. Your learning depends on engaging in that process fully. As a process, writing requires planning, drafting, revision, and editing. As part of the process, you also must consider the purpose, audience, and effect of your writing. In English 201 you can expect to write several drafts for your longer writing projects, to share your writing with other readers, and to respond to the writing of others. In paying attention to this process as both writer and reader you will develop your ability to provide useful feedback and advice for others and for yourself.

The fact that we’re not doing grades DOES NOT mean that you won’t get lots and lots of feedback from me—you absolutely will. Feedback usually takes the form of a one-to-two page letter and in-text comments. Because the emphasis is on your development as a writer—something that cannot occur without trial and error—your work will be assessed in a variety of ways. For early drafts, you will receive comments intended to help you improve your writing as you work through and form your ideas. On later drafts, you will receive comments that address more specifically the development of ideas, the effectiveness of your argument or writing goal, and the quality of writing. Some of this feedback will come from me. Some of it will come from your peers.
participation and professionalism

Attending class and turning in your work on time are expected. You should come to each class meeting (on time!) prepared to be an active participant. Everyone contributes to the success of this course. Speaking up during class is easier for some than others. I can help out if you don’t know how to enter the conversation—talk to me after class or send me an email.

Much of class time is spent in active learning: doing in-class writing or activities, discussing course materials, and working in groups to share and respond to each others’ writing. These activities give you multiple ways to engage with others, formulate and express your ideas, and ultimately help you improve your ability to write, think, and communicate. Hence, your regular attendance and active participation in class is required.

To earn the highest course grade (A), you are allowed an absence for whatever reason with no initial penalty. Missing more than four weeks of class for whatever reason will likely result in a failing grade for the course. If your schedule may pose attendance problems, I recommend switch to another section of English 201 or a different Comm-B course.

If you need to miss a class, here’s what to do...

1) Email or text me (you don’t have to tell me why, just let me know so I can plan accordingly).
2) Email (before class begins) any homework due that day. (It’s still due that day, regardless of whether you can make it to class.)
3) Get in touch with a classmate to find out what you missed and if any future homework assignments have changed.
4) Don’t feel bad! C’mon back to class next time! :)

late work

All work must be turned in on the date specified. You will do a lot of writing and revising in this course and a lot of work with your peers, which means that staying on schedule is especially important for everyone. **If you email me in advance, however, you can ALWAYS have an extension on written work.** You don’t need to tell me why—just let me know that you need an extension and offer a new due date for your project.

conferences

You will meet with me at least three times during the semester to discuss your writing and your progress in the course. These conferences help me get to know you and your work and also are a place for us to focus, in detail, on your writing and revision strategies. I will talk to you in class about how I would like you to prepare for conferences. **Because class will be cancelled to aid**
you in making time for these conferences, failure to attend a conference at the appointed time will count as a class absence.

peer review

Research suggests that a sole teacher might not always be the best reader for student writing. All writers benefit from hearing the responses of trusted readers. In English 201, we use writing workshops at all stages of the writing process to provide feedback on ideas, to generate or answer questions related to research, and to provide responses for drafts.

To develop as a writer, you need to practice writing for a variety of readers, especially readers who are not also evaluating you. That means you need to cultivate good intellectual relationships with your classmates. You need to practice listening to others’ readings of your work; you need, also, to practice giving the kind of thoughtful and honest feedback that you want to receive as a writer.

On days when we are having a writing workshop, your presence is especially important. Therefore, an absence on a workshop day or failure to participate in a workshop can seriously affect your course grade.

major assignments

• Article Summary and Brief Bio
  For this assignment, your work is mostly to read. The reading you’re assigned here is probably the longest (no longer than 20 pages) and most complicated reading you’ll do this semester. As such, you’ll have the opportunity to meet with me on or around 9/9 to discuss your reading and prepare for presenting that reading to the group. It’s important to really take your time with this assignment as this article will provide the foundation for the persona you take on in class for the next four weeks. // Your article summary and bio should be no more than two double spaced pages. You simply want to first get an idea of who your author is and second, give your group a substantial sense of what your article is arguing.

• Faction Participation
  It is a requirement of the course that you participate in most faction meetings and presentations/debates. If you miss a faction presentation or debate, please get in touch with me to discuss how you might make up the absence.

• Annotated Bibliography
  For this assignment, you’ll do some research on one aspect of literacy that is interesting to you, write about it, and present it to the class. The written piece of this assignment should be an annotated bibliography including at least eight scholarly sources and a 1-2 overview of what you found.
• **Paper Proposal**

  Though you will receive more information about this assignment in the coming weeks, essentially this is a 3-5 page piece of writing in which you outline what you plan to research and write about for your major essay.

• **Research Report**

  For this assignment, you’ll be asked to go out into the world and do some research! You may choose to do an interview, a series of short interviews, a survey, or something else altogether! More information about this to come.

• **Final Portfolio / Academic Essay on Literacy (Final Seminar Paper)**

  This is your major seminar paper in which you report on your primary and secondary research. The goal of this paper is to say something unique and meaningful about literacy. As with the above, more information on this to come! Along with the final draft of your essay, you’ll include all of the above materials, your rough drafts, and a reflection on what you learned in the course to document your process of thinking and writing.

**plagiarism and academic honesty**

All of us at UW-Madison, students and instructors alike, have a responsibility to pursue our work honestly, acknowledging the sources and people who make it possible. Failures of academic integrity can lead to disciplinary action. The UW Administrative Code defines plagiarism, one common kind of academic misconduct, as “seek[ing] to claim credit for the work or efforts of another without authorization or citation; [or] us[ing] unauthorized materials or fabricated data in any academic exercise.” See [http://students.wisc.edu/saja/misconduct/UWS14.html](http://students.wisc.edu/saja/misconduct/UWS14.html).

Unfortunately, despite the general abhorrence of plagiarism, the rules for source use are far from universal. It should go without saying that submitting an assignment you found online, ‘borrowed’ from a friend, or paid someone else to complete is a gross violation of academic integrity. If I have reason to suspect your assignment is so far out of line, I will follow University policy as outlined in the link above and alert the English 201 Program Director.

On more complicated questions, however, you might find yourself truly confused. Must you cite our class when you adapt material covered in a discussion? How different does language need to be to count as paraphrase? When does a piece of information become common knowledge? (after all, we don’t cite Lavoisier when we say that fire needs oxygen to burn). In what genres is it okay to appropriate material, and how much?
Overall, the conventions for academic source use rest on two pillars: the idea that others should be able to trace what you’ve done (think of one scientist trying to replicate a previous scientist’s experiment) and the idea that people should get credit for their ideas. If your work adheres to those two goals, you should be fine. If you are in doubt, over-acknowledgement is the safest approach. When you draw from a source (be it your mother, Wikipedia, or a book), include a reference to it. You can also check out the Writing Center’s guide to source use (http://writing.wisc.edu/Handbook/QuotingSources.html), raise the question during class, or stop by my office hours.

accessibility statement
If you have a disability that may have an impact on your work in this class, even if you don’t have documentation from the McBurney Center, please meet with me early in the semester to arrange accommodations that will allow you to fulfill course requirements. If you are interested in receiving university services and accommodations for your disability, please contact the McBurney Center for Disability Services by phone at 263-2741 or email at FrontDesk@mcb.wisc.edu.

resources
There are many resources available to you at the University of Wisconsin-Madison. Some resources that are especially important for you to know about are:

The McBurney Center: Consultations and resources for students who have a physical or learning disability. http://www.mcburney.wisc.edu. If you have a documented disability or particular circumstance that could impact your academic work, you may want to meet with a counselor at the McBurney Disability Resource Center. The McBurney Center is located at 702 West Johnson Street, Suite 2104 (263-2741).

University Health Services: If you could use some FREE help managing your time, dealing with stress, managing money, or pretty much anything else, UHC has got you covered: http://www.uhs.wisc.edu/services/counseling/how-we-can-help/.
what is literacy?

going to know a discourse community

unit one
introduction

Over the course of the first few weeks of the semester, we’ll explore how scholars have defined literacy over time and try to arrive at a definition that works across ideological boundaries. As such, each of you will take on the persona of one particular scholar who has been important in the field of literacy studies. Your responsibility will be to represent, as closely as possible, the scholar to which you’ve been assigned and his/her beliefs about literacy.

activities and assignments

Article Summary and Brief Bio, First Draft Due 1/25, Final Draft Due 1/27

For this assignment, your work is mostly to read. The reading you’re assigned here is probably the longest (no longer than 20 pages) and most complicated reading you’ll do this semester. As such, you’ll have the opportunity to meet with me on or around 1/25 to discuss your reading and prepare for presenting that reading to the group. It’s important to really take your time with this assignment as this article will provide the foundation for the persona you take on in class for the next four weeks.

Your article summary and bio should be no more than two double spaced pages. You simply want to first get an idea of who your author is (no more than a paragraph on this: what’s their profession? what do they research? where are they now?) and second, give your group a substantial sense of what your article is arguing (summarizing the argument should be the bulk of this assignment) and—most importantly—how this author is defining or would define literacy.

Basic Goals:
- meet page requirement (1-2 double spaced pages)
- provide an accurate summary of the reading and the author’s conception of literacy

Faction Meeting, Wednesday 1/27
For this meeting, each person should read the central piece of their assigned scholar and briefly research their biography. In class, share the biography and summary of central piece. Then, your faction should arrive at a shared definition of literacy that accommodates the central philosophies of all members. You will be asked to turn in your summary and brief biography through learn@uw before class begins on 1/27.

**Basic Goals:**
- attend and participate in session
- share your summary

**Presentation Prep, Friday 1/29**
During this period, your faction will develop a presentation plan for your faction presentations (starting Monday the 1st). Each member should write a somewhat equal part of the presentation, but not all members are required to have a speaking role.

**Basic Goals:**
- attend and participate in session

**Faction Presentations (Monday 2/1 and Wednesday 2/)**
Each faction will get one class period to present on and attempt to persuade the other factions of their definitions. Presentations should last between 10 and 15 minutes. The rest of the class will be dedicated to question and answer. You may, but are not required, to use digital presentation tools (powerpoint, keynote, etc.). You may also choose to create a video or podcast instead of presenting live to the class. You will be asked to turn in the script or notes of your presentation on the day of your presentation at learn@uw by 11:59pm. Factions who are not presenting that day should take diligent notes. Your goal at this meeting is to ask difficult, meaningful questions that may expose weak points in the presenting faction’s argument.

**Basic Goals:**
- provide a clear definition of literacy that accurately reflects your group’s scholars
- participate substantially in your group’s presentation
- ask at least one question across the two days, not one each day (as an observer)

**Debate Prep, Friday 2/5**
During this period, your faction will develop a plan for your debate. Each member should participate equally in this planning process. Debate prep notes should include a brief opening statement and notes on possible debate questions.
Basic Goals:
• attend and participate in session
• produce debate prep notes (one set of notes per faction)

Faction Debates (Monday 2/8 and Wednesday 2/10)
During these class periods, two factions will debate their definitions of literacy. Each faction will be allowed a 3 minute opening statement and a 3 minute closing statement. In between, the instructor and students will ask questions of the factions. Each faction will get to answer the question and, if they like, respond to the other faction’s answer. You will be asked to turn in your faction’s debate notes on the day of your debate at learn@uw by 11:59pm.

Basic Goals:
• help answer at least one question (as a participant)
• ask at least one question across the two days, not one each day (as an observer)

Cross Faction Summit (Friday 2/12)
During these summits, your purpose will be to find common ground between your faction’s beliefs about what counts as literacy. Your goal is to find as much common ground as possible so that you may revise your definition to best accommodate the views of each faction while staying true to your faction’s beliefs. Each group of two factions should turn in shared notes describing the events of their meeting, outlining the similarities and differences in your groups’ definitions.

Basic Goals:
• turn in shared notes outlining similarities & differences
• attend and participate in session

Defining Literacy (Monday 2/15 and Monday 2/17)
As the final phase of this unit, we’ll work together as a class to think through a shared definition of literacy. What do our definitions have in common? Where do they differ? How can we remedy these points of conflict? During the first class period, we’ll think through these issues. In the second class period, we’ll break into groups to try to resolve them.

Basic Goals:
• attend and participate in session
### unit one calendar

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>W 1/20</td>
<td>Intro to Course</td>
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<td>F 1/22</td>
<td>Intro to Unit One: What is Literacy?</td>
<td>Review Unit One Packet</td>
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<tr>
<td>Week 2</td>
<td>M 1/25</td>
<td>NO CLASS - CONFERENCES</td>
<td>First Draft Article Summary</td>
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<td>W 1/27</td>
<td>Faction Meeting: Defining Literacy</td>
<td>Final Draft Article Summary</td>
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<td>F 1/29</td>
<td>Presentation Prep</td>
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<td>Week 3</td>
<td>M 2/1</td>
<td>Faction #1 &amp; 2: Presentation &amp; Q&amp;A</td>
<td>Faction #1&amp;2 Presentation Materials</td>
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<td>W 2/3</td>
<td>Faction #3 &amp; 4: Presentation &amp; Q&amp;A</td>
<td>Faction #3&amp;4 Presentation Materials</td>
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<td>F 2/5</td>
<td>Debate Prep</td>
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<tr>
<td>Week 4</td>
<td>M 2/8</td>
<td>Faction 1 &amp; 2 Debate</td>
<td>Faction 1&amp;2 Debate Prep Notes</td>
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<td>W 2/10</td>
<td>Faction 3 &amp; 4 Debate</td>
<td>Faction 3&amp;4 Debate Prep Notes</td>
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<td></td>
<td>F 2/12</td>
<td>Cross-Faction Summit</td>
<td>Meeting Notes</td>
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<td>Week 5</td>
<td>M 2/15</td>
<td>Defining Literacy: Similarities</td>
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<td></td>
<td>W 2/17</td>
<td>Defining Literacy: Differences</td>
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<td></td>
<td>F 2/19</td>
<td>Debrief and Unit Review</td>
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unit two: doing literacy studies
## Unit 2: Entering a Discourse Community

### Week 6

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<th>Activity</th>
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<tbody>
<tr>
<td>M 2/22</td>
<td>Unit 2 Intro, Research Questions &amp; Project Proposals</td>
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<tr>
<td>W 2/24</td>
<td>How Scholars Cite Their Sources</td>
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<tr>
<td>F 2/26</td>
<td>Writer’s Group: Research Question Workshop</td>
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### Week 7

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>M 2/29</td>
<td>Filling in the Gaps: Research Methods</td>
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<tr>
<td>W 3/2</td>
<td>Writing Research Methods</td>
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<td>F 3/4</td>
<td>Writer’s Group: Research Methods Workshop</td>
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### Week 8

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>M 3/7</td>
<td>Finding Your Scholarly Legacy &amp; Annotated Bibliographies</td>
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<tr>
<td>W 3/9</td>
<td>Using Library Resources &amp; In-Class Research Day</td>
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### Week 9

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>M 3/14</td>
<td>Research Proposal Sample Analysis</td>
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<tr>
<td>W 3/16</td>
<td>Writer’s Group: Research Proposal Workshop</td>
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<tr>
<td>F 3/18</td>
<td>NO CLASS: Cancelled for Conferences</td>
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*Individual conferences this week on proposals

### Week 10

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<th>Activity</th>
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<tr>
<td>W 3/30</td>
<td>Literature Reviews: Intro</td>
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<tr>
<td>F 4/1</td>
<td>Literature Reviews: Sample Analysis</td>
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### Week 11

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<tr>
<td>M 4/4</td>
<td>Literature Reviews: Grouping Studies</td>
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<td>W 4/6</td>
<td>Writer’s Group: Lit Review Workshop</td>
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<td>F 4/8</td>
<td>NO CLASS: Cancelled for Upcoming Conferences</td>
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*Maggie at CCCC

### Week 12

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<th>Activity</th>
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<tbody>
<tr>
<td>M 4/11</td>
<td>Coding Qualitative Data</td>
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<td>W 4/13</td>
<td>Coding Qualitative Data</td>
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<tr>
<td>F 4/15</td>
<td>Writer’s Group: Data Analysis Workshop</td>
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*Bring Your Data!

### Week 13

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>M 4/18</td>
<td>Research Report - Writing About Data Analysis: Methods</td>
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<td>W 4/20</td>
<td>Research Report - Writing About Data Analysis: Findings</td>
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<tr>
<td>F 4/22</td>
<td>Writer’s Group: Writing About Data Analysis</td>
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*Research Report

SPRING BREAK (3/21-3/25)
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<td>M 4/25</td>
<td>Peer Review: Talk &amp; First Critique</td>
<td>First Draft Seminar Paper</td>
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<td>W 4/27</td>
<td>Peer Review: Talk &amp; Writer Response</td>
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<td>F 4/29</td>
<td>Peer Review: Talk &amp; Second Critique</td>
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<td>Week 15</td>
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<td>M 5/2</td>
<td>Peer Review: Talk &amp; Third Critique</td>
<td>Second Draft Seminar Paper</td>
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<td>Peer Review: Talk &amp; Writer Response</td>
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<td>F 5/5</td>
<td>Course Review &amp; Debrief</td>
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<td>Final Draft Essay</td>
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In-Class Basic Goals:

**Writer’s Group Meetings: 2/26, 3/4, 3/11, 3/16, 4/6, 4/15, 4/22**
- Attend & Participate
- Offer constructive feedback to your peers
- Bring a draft of writing due that day

**Written Peer Feedback & Writer’s Response**
- Attend & Participate
- Bring a draft of writing due that day
- Offer constructive feedback to your peers
- Accomplish all underlined portions of peer review worksheet
Assignment #1: Annotated Bibliography

Your annotated bibliography should include a summary of between 6-10 articles relevant to your topic. For the purposes of this assignment, you should skim these articles—paying special attention to abstracts. However, you will want to read these articles more carefully for your paper proposal and final paper.

Each entry should include the article’s citation information. A brief summary of the article and an brief explanation of how this article informs your potential research. Finally, at the beginning you should have one paragraph that explains, overall, how these articles have informed your research question/project. See the attached example for more help. Check out the Writing Center’s tutorial on annotated bibs for more guidance. :) 

Note: While there are no formal guidelines for formatting this paper (i.e. font/margins, etc.), it should be visually pleasing and easy-to-read. Also, don’t worry too much about word counts—68 words would be fine ;)

Basic Goals:

• Include an overview (of at least 70 words) which provides a summary/overview of what you found, overall (not a discussion of each article individually)

• Include an annotation (of at least 70 words) of at least 6 scholarly articles

• Annotations should provide a summary of the article and an explanation of how that article informs your potential research

• Each annotation should be cited in a recognized format, relatively correctly (MLA, APA, Chicago, etc.)
Assignment #2: Paper Proposal

The purpose of a paper/project/research proposal is to give you the opportunity to do the preliminary work and thinking necessary before undertaking your research. As such, your paper proposal should be between 6-10 double-spaced pages and include the following sections:

**Overview of Project:** This section should function like an abstract, giving you a sense of what problem/gap your project is responding to, what the project is, and what you think it will result in.

**Annotated Bibliography:** Normally, this would be a literature review, but, because we haven’t covered lit reviews yet, a revised (based on your peer’s comments) annotated bibliography should be included as the second section of your proposal. The introduction should focus on trends you noticed and how this research informs your future research.

**Research Questions:** This section gives your specific research questions. Usually, you have one big question that then you break down into sub-questions, but this can vary from project to project.

**Methodology:** Here you outline what you plan to do: where/when/why/how will you do your study?

**Importance of Project:** Finally, why is this project important? What might your findings do? Will they change the way we teach? Tell us something new? Change how we talk about literacy? etc.

Before you write the final draft, you’ll have a chance to meet with me to talk about your goals for the project and to make sure you are ready to write about the topics in the above sections. You will also have a chance to workshop your proposal with your peers. My comments on your final drafts will be geared toward helping you to further refine both your writing and your project. I usually have them back about a week after the due-date. **P.S. I love this guide on writing research proposals.**

**Basic Goals:**

- Include all bolded sections listed above (overview, annotated bibliography, research questions, methodology, importance of project)
- Be at least 6-10 double spaced pages
- Be meaningfully revised from early drafts (methods, annotated bib, first draft proposal), taking peer and instructor feedback into account
Assignment #3: Research Report

The purpose of the research report is to give you a chance to write about your findings and have your analysis and findings critiqued before you write your final draft. As such, your research report should be about 3-5 double-spaced pages and include the following sections:

1) **Methodology**: You can copy this right out of your proposal. Just make sure that, if anything has changed, you modify it. Methods should now also be in the past tense!

2) **Data Analysis Methods**: Briefly describe how you analyzed your data. If you did the grounded theory coding we discussed in class, what codes did you come up with? How did you get them to form some kind of theoretical code? Or how did they lead to your conclusions?

3) **Findings & Implications**: What did you find? What do these findings mean? How do they speak back to your original conception of how your project will fill gap in/respond to a problem in scholarship? How might the better the world in some way?

**Basic Goals:**

- Include all bolded sections listed above (methodology, data analysis methods, findings and implications)
- Be at least 3-5 double spaced pages
- Data Analysis Methods details coding process and the rationale behind that process
- Findings & Implications offer an interpretation of your data and potential implications of your findings
Assignment #4: Final Seminar Paper

This is it! All your hard work this semester has led up to this paper! Luckily, as such, you already have a lot of material ready to begin writing this paper. This paper should be between 8-12 double-spaced pages (longer if you wish); the page count does not include your bibliography. Essentially, you’ll want to structure this essay like the academic research articles we’ve been looking at all semester:

Abstract: Here you’ll give a brief outline of your project—what problem it addresses, how you address it, and what you found. This section should be no more than about half a page.

Introduction: Here you’ll give a longer overview of your project, doing much the same thing that you do in the abstract, only you have much more space to do it. What is this project? What’s the problem it addresses? Why does it matter?

Literature Review: Here you’ll summarize all of the research you’ve done relevant to your project. You may draw on the literacy scholars we read in unit 1 as well as the work you read for your scholarly legacy report. You may also include new sources, but you are not required to. You should include, however, at least six sources in this section. This must not be a list of sources. As we’ve practiced in class, you should group studies, identify trends, and focus only on a few individual studies.

Research Questions/Methodology: Here you’re giving us your research questions as well as your methodology both for data collection and analysis. You may absolutely draw on what you’ve written in your proposal and research report for this section.

Findings: Here’s where you talk about what you found in your primary research project. What, essentially, were the results of your study? How do they answer your research questions? You should cite directly from your data to make these claims (quoting from interviews, etc.).

Implications: Finally, here, you talk about what these findings mean? What should we take away from them? Why are they important? How might these findings affect scholarship/pedagogy/or the broader public? How might your findings fill a gap in scholarship? Change the way we teach? Change the world in some small or large way? Enrich your families, home communities?

Basic Goals:

• Include all bolded sections listed above (abstract, introduction, literature review, research questions/methodology, findings, implications)
• Be at least 8-12 double spaced pages
• Accomplish all underlined portions of the prompt above