

Jennifer Riley Campbell

Office: Anderson Academic Commons 381 B

Hours: MWF 1:00 – 3:00 and by appointment

Phone: 720.350.8140

E-mail: Jennifer.Campbell@du.edu



Why We're Here

WRIT 1133 teaches rhetorical strategies needed for successful research-based writing in diverse academic and nonacademic situations. We will continue to build on the skills developed in WRIT 1122, such as: the ability to analyze and write effectively in a variety of rhetorical situations; the ability to produce writing that effectively provides evidence and reasoning for assertions, for audiences of educated readers; the ability effectively to incorporate written sources into your own writing and to document those materials appropriately; the ability to use feedback to revise your own writing and the ability to provide useful feedback to others; and the ability to edit and proofread your writing. By the end of WRIT 1133, students will:

- Demonstrate a practical understanding of multiple academic research traditions—text-based, qualitative, and quantitative—and how researchers use different methods to generate and share knowledge.
- Have practiced writing based in least two different academic research traditions.
- Demonstrate a practical understanding of appropriate rhetorical choices in writing for specific academic audiences and specific popular, civic, or professional audiences, through both analysis and performance.
- Have practiced writing to multiple, specific audiences and making appropriate rhetorical and conventional choices for those audiences.
- Demonstrate proficiency in finding, evaluating, synthesizing, critiquing, and documenting published sources appropriate to given rhetorical situations.

Course Theme

The “pursuit of happiness” was enshrined in our Constitution and has become a thriving industry. But how do definitions and levels of happiness vary over time and across cultures? What contributes most to happiness and what destroys it? What contributes to rising rates of depression and anxiety, and what can be done to prevent and treat these conditions? As a class, we will explore these questions and build research and writing skills through shared texts from multiple research traditions, disciplines, and genres. You'll apply what we learn as you conduct original research about happiness and mental health subtopics of your choice and share your findings with academic and popular audiences.



What We'll Do

Writing, and Lots of It

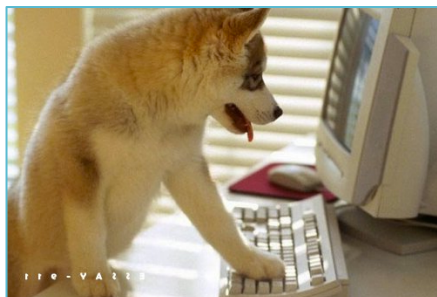
Writing Log and Workshops

Throughout the quarter, you'll keep a Writing Log for informal writing. We'll begin many classes with short discussion posts about the reading or your research. You'll also do some in-class invention work, group work, and structured peer workshops. For this informal work, as long as you address all prompts in a way that demonstrates you did the thinking/reading/etc. and engage in class activities, you will receive full credit.

Unit Assignments

You'll write several "semi-formal" assignments while we learn about research methods and genres; these will require more out of class time and be more developed and polished than daily WL entries, but we won't 'work the process' for them as much as we do for formal assignments.

The formal assignments listed below will have a Standard and Advanced version, depending on your level of play (see Assessment and Feedback Philosophy). We'll share and offer feedback on drafts of each in folders on Google Drive. When you 'submit' your drafts to me, I will provide comments and suggestions for revision or future assignments. You'll return to each assignment at least once more for revision and editing before the end of the quarter.



Textual Research Log and Blog Article

Quantitative Mini-Unit

Field Research Article

Final Portfolio

Reading

Our textbook is *Situating Research: Writers, Sources, and Strategies*, available only at the DU Bookstore. We will also read a variety of primary and secondary sources and handouts that will be posted to Canvas. In addition to the required reading for the day, please bring your laptop, a notebook/paper, and a writing implement to every class.

Hybrid Learning

Because we meet in person for less time than traditional two-day classes, this is technically a hybrid course. This means that you will be responsible for completing additional coursework online, such as watching videos, completing tutorials, or responding to peers, so that we can engage in more active learning during the time we have together. You must have reliable access to the Internet and should check Canvas often. If you have trouble accessing or finding something on Canvas or Google Drive, please email me immediately! I will post a Weekly Checklist to help you keep track of assignments; you are responsible for keeping up with these requirements.

How to Succeed

Come to Class and Participate

During class time, we will cover a lot of material and do in-class composing, group work, and other activities that will be difficult or impossible to replicate outside of class. This is not a lecture course; you are expected to participate in class discussions and group work part of an intellectual community in which we all learn from one another. Therefore, your presence—both in person and online—is important to your success in this course. Part of this is being prepared, so do the reading, watch the videos, write the paragraph, etc. and roll in on time and ready to engage. Also, we might do some things that seem odd for our ‘Moments of Zen’ or class activities. I ask that you roll with it, trust me, and at least give everything a try with good will.



Work missed due to excused absences must be made up within two class periods, and it is your responsibility to find out what we covered. There will be a couple of extra credit opportunities to replace missing in-class writing or activities, but you’ll have missed out on the awesomeness of our class and information that will help with your writing, so just be here. It’s also a good idea to email me ahead of or soon after the absence.

A Note on Classroom Etiquette:

I believe that the classroom atmosphere should be relaxed, but not too relaxed. You should be polite and respectful to your fellow students. For example, it’s cool to bring a drink or small snack to class, but don’t stroll in with a full McDonald’s feast or we will make you share the fries. We will use laptops in class a lot. During class time, I expect you to use your computer for class purposes only. When we aren’t directly using them, you should close your laptops and engage with those around you. Check your email, IM friends, or gamble away your financial aid on your own time, thank you.



Just silence that phone and put it away.
Seriously.
Texting in class is rude.

*General Policies for the University Writing Program are posted at
<http://www.du.edu/writing/policies.htm>UT*

Turn Everything In . . . On Time

This seems like a no-brainer, but you’d be surprised. Everything we do is for a reason. Short assignments hone skills or build toward formal projects. Formal projects help you develop the rhetorical and stylistics chops you’ll need in the future. This class, like many others, requires a lot of work and you don’t want to fall behind. You also don’t want to let any writing anxiety or perfectionism get in the way. *Something is always better than nothing!* I know life happens, however, so here’s how my submission schedule works:

1. Draft for Workshop/Conference – This should be a substantial draft, not two paragraphs. The farther along you are at each stage, the more useful the feedback will be in moving you to a better final draft. If you miss a workshop, you can try to organize a feedback session online or in person with others in our class for half credit. You can also take your assignment sheet, draft, and workshop questions to an appointment at the writing center.

2. Due Date – Pretty obvious. You should submit the version you are ready for me to respond to by the date and time specified. At this point, we move on to the next project and will have other reading and writing to do.

3. Grace Period – You have a three-day grace period between the due date and the ultimate deadline to cover religious holidays, minor illnesses, or an overload of math and science exams. Work submitted during the grace period will be marked “late” in Canvas, but there is no grade penalty for work submitted during the grace period. Let me know if you’re taking advantage of the grace period and change your file name in Drive when you are ready for me to offer feedback.

4. Deadline – This is the cut-off for submitting work unless you have arranged an extension due to *extreme* circumstances, such as serious illness, death in the family, or some other crisis or travel that counts as a university-excused absence. In these cases, you should submit appropriate documentation and make arrangements with me for keeping/catching up as soon as possible. Work submitted after the Deadline will result in a third of a grade reduction from your final course grade, so *turn something in!*

Take Advantage of Campus Resources

Conferences/Office Hours

I will do everything that I can (within reason) to help you succeed in this course. My office hours are a chance for you to meet with me for individual discussion, guidance, help with drafts or revisions, etc. Feel free to schedule a conference or just drop by during office hours if you have any questions, concerns, suggestions, or ideas you’d like to talk about. I will also do videoconferences. If you do schedule a conference, please don’t stand me up.

Writing Center

(<https://www.du.edu/writing/writingcenter/index.html>)

The Writing Center supports and promotes all kinds of effective student writing: class assignments, personal writing, professional writing, and multimedia projects. Trained consultants work one-on-one with students in all classes, at all levels of writing ability, and at any stage of the writing process. Schedule online at <https://du.mywconline.com>.

Research Center

(<http://library.du.edu/research/research-center.html>)

The Research Center offers expert guidance through the research process:



- From refining a topic → to finding and evaluating relevant sources → to creating a bibliography.
- A consultation session can ease anxiety about a project or paper and teach research and evaluation skills for life-long learning.
- One-on-one research consultations are available to current DU students, faculty, and staff at any stage of the research process.

The Health and Counseling Center

(<http://www.du.edu/health-and-counseling-center>)

The Health and Counseling Center provides many medical and mental health services, with a variety of doctors, nurses, therapists, and social workers on staff. All University of Denver students can use these services.

Learning Accommodations

(<http://www.du.edu/disability/dsp>)

If you qualify for academic accommodations because of a disability or medical issue, please bring me a Faculty Letter from the Disability Services Program (DSP) so we can address any accommodations that will improve your comfort and ability to succeed in this course. DSP is located on the 4th floor of Ruffatto Hall, 1999 E. Evans Ave. Call 303.871.2372, visit <http://www.du.edu/disability/dsp>, or see the Handbook for Students with Disabilities. Matters pertaining to your disability and accommodations will be handled in the utmost confidence.

Assessment and Feedback Philosophy

We have course goals to achieve and I have high expectations for you in that regard. My main goals are to help you improve your writing and maintain or improve your mental health. Neither is served by constant worrying over letter grades, however, so this class has an unconventional approach to assessment that emphasizes effort and engagement.

First, the rationale for de-emphasizing grades:

Ideally, you will engage fully in this class, put in your best effort, and challenge yourself, knowing that the more you put in, the more you'll get out of it. At this point, you should be taking increasing responsibility for your own education, and focusing on intrinsic rather than extrinsic rewards will make you much happier in life. When we take the focus off of point totals, we can read and write in different ways without always asking how what we're doing helps you get a good grade on the next paper or skipping the reading if you know there's no quiz. We can play with words to hone a specific style instead of playing the game of "How many points will I gain if I fix all of these comma splices*?"

Students come in to WRIT 1133 with a diverse range of backgrounds and experiences in writing instruction. Some will have completed a 25-page capstone research project, while others may not have written more than a few pages for any assignment. Some students are not only learning new primary research skills and genres and content, but doing it all in their second or third language. Some people have learning disabilities or writing anxiety. Others love to write and can get in the zone and crank out pages of engaging prose in one sitting. If we grade based on a set standard of what we expect from the "average student," some people will work hard, show great improvement, and not be able to reach an A or B. Others might realize they can get a good grade without challenging themselves, and so they don't. I want to start with where you are and keep moving everyone to a higher level.

This approach also reflects the "real world." When you begin a new position, your employer isn't going to penalize you for not knowing how to do everything perfectly right away. They know you'll need mentoring and that you'll make mistakes, but as long as you are working hard and showing improvement, you'll keep your job (or earn a B). You'll be demoted or fired if you half-ass everything or stop showing up for work (C or lower). If you go above and beyond, challenging yourself and developing useful new skills, you'll get a raise or promotion (A, as in Awesome). While you're proceeding in your career, you aren't always going to have someone looking over your shoulder, prodding you to perform, and scoring everything you do. You'll need to motivate yourself and do your best work because it benefits you and those around you. If you are rewarded in other ways, that should be the cherry on top.



I'm not allowed to do away with grades altogether, and I know that getting good grades is important for most DU students. That's why I want everyone to have an opportunity to earn

an A or B based on engagement, effort, and improvement, even if they struggle with organization or punctuation. Because I like clarity and irony, I've replaced the old, unstated grading game with a new, explicit gaming metaphor to explain your opportunities and responsibilities within this class.

The Grading Game

Basically, you need to complete a series of research quests and writing tasks that range in type and difficulty in order to reach the goals for the course. To pass a level, you'll need to work through invention and research, drafting, feedback, revision, and editing for the formal projects. You will also have mini-games or side quests you're required to try. If you put in a solid effort on these activities and submit your work on time, you get full credit. Each unit will have a Standard Level (B) and Advanced Level (A).

To earn a B in the class, you need to:

- Complete ALL formal and semi-formal assignments at 'Standard' level
- Complete at least 80% of Writing Log entries (informal and semiformal writing)
- Demonstrate engagement through preparation, active listening, and thoughtful contribution in group discussions, workshops, and conferences
- Have no more than three unexcused absences and attend all required conferences

You can earn a **B+** by completing all B requirements plus completing two units at advanced level and attending one extra conference.

To 'level up' and earn an A in the class, you need to:

- Complete ALL formal and semi-formal assignments with the option at 'Advanced' level, meaning that you take on an additional methodological or rhetorical challenge, not that you perfect it. You must complete all 'A-levels' within a unit to level up.
- Complete at least 85% of Writing Log entries (informal and semiformal writing)
- Demonstrate engagement through preparation, active listening, and thoughtful contributions in group discussions, workshops, and conferences
- Have no more than three unexcused absences
- Attend office hours or a scheduled conference at least twice (in addition to attending required conferences) to work on some aspect of your research or writing

You can earn an **A-** if you do all of this, but only complete three units at Advanced level.

Taking Damage

Any of the following will decrease your final grade by a third (e.g. B > B- > C+):



- Submitting a formal assignment after the grace period
- Missing more than 20% of Writing Log entries; one third of a grade will be deducted for each additional 10% missed. WL+ assignments count as multiple entries (usually 10-15 points).
- Not providing peer feedback or not completing a draft for two or more workshops/conferences
- Fourth and fifth unexcused absences
- Consistent and/or blatant slacking—For example, if it's obvious that you are achieving well below apparent ability

or you're doing your chemistry homework or checking a group chat through class, I'm going to call you on it. You get a warning, and then if you don't get your head in the game, you'll lose points.

Critical Hits

The following will result in an F for the course:

- Failure to turn in a formal assignment
- Six or more unexcused absences
- Doing, like, *ALL the things* in the Damage category
- Intentional and substantial plagiarism



A Note on Plagiarism

We will discuss intellectual property, fair use, and how to avoid plagiarism in class. If you ever have a question about working with sources, don't hesitate to ask! This is a learning environment and you won't be penalized for a problematic paraphrase. However, intentional plagiarism—defined here as submitting another's work in whole or part with the intention to deceive—is unethical and can have negative consequences for your grades and/or academic career. Just don't do it! To learn more about DU's policies on academic integrity, visit www.du.edu/honorcode.

Feedback

As you work your way through the quarter, I'll be your coach. I am committed to helping you improve your performance, but I also care about you as people. I'll do everything I can to help you (within reason) and I will always emphasize how you can improve. You'll find that I'm nicer and more flexible than a lot of coaches, but don't try to take advantage.

Because I don't have to shift from coaching to the evaluator role (deliberating on whether to assign an 87 or 88, writing comments as justification for grades), I will provide more generative feedback than evaluative comments. Research has shown that a) we can only process a limited amount of feedback at once, b) students have a hard time prioritizing feedback, and c) teachers just 'correcting' students' grammar and editing doesn't help students improve their writing. Therefore, in my feedback on your projects, I will:

- Prioritize 'big picture' issues. There's no sense in worrying about comma placement* in a sentence that will be deleted. We'll edit and polish later in the process.
- Emphasize generative/forward-looking feedback—what you could/should do if you choose to revise this project and in similar rhetorical situations.
- Limit sentence- and word-level editorial marking. I may suggest edits for a paragraph or page or note a pattern I'm seeing and suggest resources. If you would like to work on sentence structure, grammar, etc., I'm happy to do that during office hours.
- Provide a few marginal comments in Drive and a note in Canvas that summarize how your work met the rhetorical targets for the assignment and areas for improvement.
- If you turn in work that fails in significant ways, you will be given a Revise and Resubmit, and must address those issues within a week to receive credit.

If you would like more detailed feedback, have any questions about a comment, or would like to work one-on-one at any stage of the writing process, I welcome you to drop by during office hours or make an appointment.

- I DO care about commas and all sorts of grammar and usage, but not as much as sound research and genre- and audience-appropriate writing.

Assignments

Textual Research Log

One of our course goals is to “Demonstrate proficiency in finding, evaluating, synthesizing, critiquing, and documenting published sources appropriate to given rhetorical situations.” I want you to learn about effective source use and a topic that interests you by engage intentionally with a variety of sources, and you will keep track of this textual investigation in your Textual Research Log (TRL). The TRL is a lot like an annotated bibliography, which is a genre researchers use to keep track of citation information and notes on relevant sources for their reference or to share with fellow researchers. The difference is that you’ll be following some specific parameters for source types, citations, and annotation content as a way to build your source use skills in addition to finding information for your Textual Synthesis Blog Article.

Standard Level

You should include **six sources**—these can be a combination of academic journal articles or book chapters and more popular sources like magazine articles or websites, but at least one must be a peer-reviewed academic journal article. *For every source*, you will construct a bibliography entry that includes:

- A full MLA citation (see Ch. 10)
- A brief summary of genre, research tradition/method(s), and content (just a few sentences)

For three substantial sources, you will add a 3-4-sentence annotation—one each of the following (See examples below):

- An evaluation of the research value of the work based on credibility, timeliness, and relevance.
- A rhetorical analysis that provides a brief overview of how the author deploys ethos, logos, and/or pathos.
- A methodological analysis that explains the research method(s) used and why they are appropriate for the topic, discipline, and/or genre.

Those are the basic parameters for a B.

Advanced Level

If you’d like to get an A, do all of that **well and**:

- Include at least two peer-reviewed academic journal articles
- Include at least two of the following source types: documentary, TED talk,

- YouTube video, podcast, physical book, government or academic website
- Find sources from three discourse communities (academic v. popular, different disciplines, different countries, perhaps).
 - Write *four* formal annotations, with at least one of each type.

Your audience is fellow researchers, and you should adopt a clear, formal style. General formatting should follow MLA conventions. Entries should be arranged in alphabetical order, with the full citation first, followed by the summary and annotation paragraph. Please include an extra space between entries and/or put the citations in bold for readability.

Sample Research Log Entries

Evaluation of Credibility and Research Value

Williams, Florence. *The Nature Fix*. W.W. Norton & Company, Inc., 2017.

In her book *The Nature Fix*, Florence Williams explores the restorative qualities of the outdoors with a particular focus on therapy programs centered around nature, especially in countries outside of the U.S., as well as on topics such as cognition, happiness, creativity, and mood as they are correlated to time spent outdoors or a lack thereof. The overall premise is that sufficient time in nature can heal many of our psychological difficulties, or at least aid in the healing process. The book is of course not pure research and is thus slated to express a certain viewpoint—it only includes research that supports Williams’s views. However, the works referenced are credible and ample and her arguments are clear and logical. Williams herself is an established and credible journalist, having contributed to the *New York Times*, *National Geographic*, *The New York Review of Books*, and serving as a contributing editor at *Outside Magazine*. Additionally, she is a fellow at the Center for Humans and Nature (a nonprofit) and a visiting scholar at George Washington University, and her written publications have received a variety of awards. This book has favorable reviews from reputable publications such as the *New York Times* and *Wall Street Journal*, and it is very recent, so the research presented is timely. The wide variety of ideas discussed in *The Nature Fix* will be a valuable resource for supporting the ideas I will present in my article, particularly regarding nature’s impact on emotional wellness.

Rhetorical Analysis

Frank, Thomas. “How to Overcome Perfectionism (And the Anxiety it Causes).” *YouTube*, uploaded by Thomas Frank, 20 Nov 2015, <https://www.youtube.com/watch?v=mrhvsQRKVUU>

In this short video, author and YouTuber Thomas Frank describes the difference between adaptive perfectionism and maladaptive perfectionism and how they manifest in college students. Additionally, the video includes advice on how to shift from maladaptive perfectionism, which produces anxiety and procrastination, to being a productive student. Frank establishes his own ethos as a college student (his blog is titled *College Info Geek*) and a person who deals with perfectionism himself. He supports his position using a mix of professional research and personal tricks that have worked for him, which makes a logical

cause-and-effect argument. He speaks directly to viewers, describing what they might feel and how they can tackle this problem, thus appealing emotionally by describing negative consequences and offering hope for improvement. Finally, the casual setting of the video and how it seems like a mentoring chat between Frank and the viewer combines ethos and pathos to make the research and strategies (logos) more palatable than it might be through an academic article.

Methodological Analysis

DuPaul, George J., Trevor D. Pinho, Brittany L. Pollack, Matthew J. Gormley, and Seth D. Laracy. "First-Year College Students with ADHD and/or LD: Differences in Engagement, Positive Core Self-Evaluation, School Preparation, and College Expectations." *Journal of Learning Disabilities*, vol. 50, no. 3, 28 Dec. 2015, pp. 238-51.

In this academic journal article, DuPaul et al. report results from a national survey of over 15,000 first-year college students with attention deficit/hyperactivity disorder (ADHD), learning disorders (LD), or both. The researchers found that students with ADHD and/or LD begin college with lower self-esteem and preparation for university than students without, and the article ends by advising college health and counseling practitioners about how they can most effectively help those students. The data for the study was originally gathered in the 2010 Cooperative Institutional Research Program Freshman Survey, which looked at almost 202,000 students in 279 4-year colleges and universities, making for an impressive sample size. Through the quantitative survey, researchers found that, within the sample group, students with ADHD and/or LD reported higher frequencies of substance use, disengagement from academics, and "emotional difficulties," such as problems with time management and intrapersonal relationships. However, the study may be limited by the self-reporting nature of the original survey, which means that there could be differences between participant reports and reality or between an individual's self-analysis and a clinical diagnosis. These methods are common in education and social sciences research, however, and highlight key trends for health professionals working with college students to be aware of for patients with ADHD and/or LD.

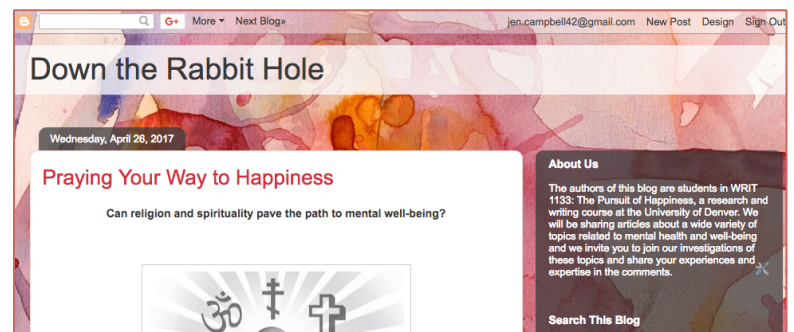
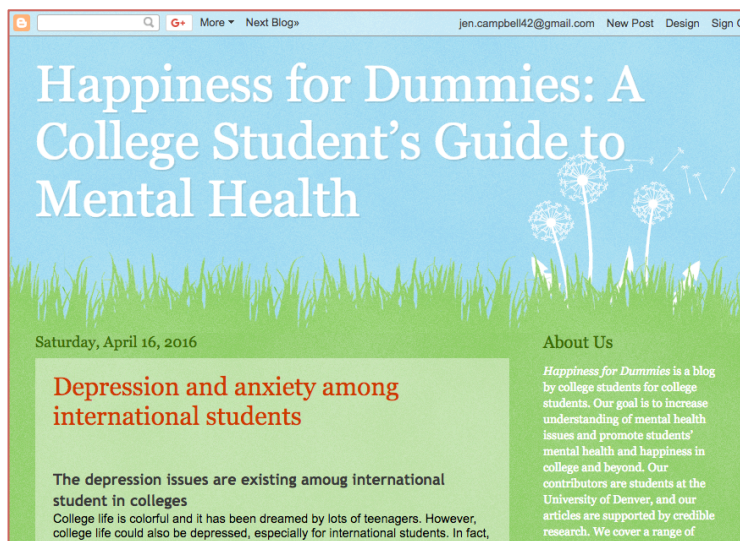
Textual Synthesis Blog Article

For this assignment, you will synthesize information from the sources you find for your Textual Research Log (and perhaps others) into an informative and interesting article. We are going to imagine an awesome blog¹ for other college students who want to learn more about mental health and well-being topics.

You should choose a topic that's interesting to you and will likely appeal to others. You might research: a specific practice to support happiness and mental health; positive psychology as a field; cultural/geographical attitudes toward mental health or happiness; some aspect of the 'happiness industry'; a specific mental illness or some aspect of mental illness defined more broadly (such as increasing problems, stigma and/or efforts to reduce stigma); Impacts of mental health or mental illness on family life, work life, the economy, what have you; medical treatments; non-medical/alternative/lifestyle-based treatments—we'll work together to generate ideas and narrow topics as you begin your library research.

Your blog article should provide a general understanding of the subject through definitions and explanations, but make sure to include specific and interesting facts, examples, problems, or questions related to your topic. Keep in mind your student audience and how you can connect your research to their interests or how it can be applied in their lives.

You can format the essay/article however you like. You could write a traditional article, follow a question and answer format, present information as a listicle, etc. Shoot for about 850-1000 words of informative text, which we will format in keeping with blog conventions after discussing visual design. Within your article, you'll use in-text attributions and links, but include a list of 'suggested readings' at the end in MLA format.



¹ We are imagining a blog because, quite frankly, battling the tech difficulties that inevitably arise in collaborating on a real blog is more trouble than it's worth in terms of our course goals.

Quantitative Mini-Unit

For this unit, you will all complete a formal Methods section for an imagined study of using relaxation activities at the beginning of classes. For Advanced level, you will write a formal Results paragraph with a visual (graph or table).

METHODS Section

This assignment builds on our class discussion on April 30 about my Moments of Zen ‘study’ method and survey instrument. Review the notes in your Writing Log about the errors and limitations in my experiment and read the Tips for Writing the Methods Section in IMRAD Section Guides (Week Six Canvas Module).

Design a research study that would improve on my experiment to better determine which start-of-class activities students prefer. You can go with something fairly similar to my approach, but that corrects errors/addresses limitations. Alternatively, you can design a bigger/better study that expands the population in some way, sets clearer expectations for activities, does more than one survey, etc. You can imagine we have time, cooperation, and even funding, so feel free to be ambitious.

Draft a Methods section in which you describe your process and instruments. (Include a survey draft.) Write this clearly, objectively, and in past tense. You may subdivide into sections, but you don’t need to include everything on the handout if it isn’t relevant to your study and you’re free to combine sub-sections as well. Your actual text only needs to be the equivalent of 2-3 substantial paragraphs, with your survey instrument(s) after that.

Keep this in your Writing Log, but it should be polished. This is Due May 4 at midnight.

Advanced Level: RESULTS Paragraph

For the METHODS, you made a plan to collect data for one imaginary IMRAD. Now, you’ll work with data that has already been collected on another topic and imagine you’re writing a Results section based on the Happiness Survey Data available on Canvas. Instead of writing a full results section, however, you only need to write a solid paragraph reporting on *one or maybe two aspects* of the happiness survey data analyzed in class. Include a comparison or correlation across categories and a graph.

Review Tips for Writing The Results in IMRAD Section Guides. Play around in the Excel Spreadsheet (Results – Data for Analysis on Canvas), just to get a feel for sorting and comparing data. Write a formal, objective paragraph and make a chart, graph, or table to illustrate a subset of the data. For example, you can discuss if/how happiness scores relate to age or gender (or both), if there is a correlation between reported health or stress levels and happiness, etc. You can learn how to do the basic measures of central tendency and correlations pretty easily via Google and YouTube, but if you’re not comfortable in Excel, you can draw material from the Data Summary below. (Note: The Data Summary doesn’t include even close to everything you could calculate/answer—for example, I didn’t include correlations—but it should be enough for you to write a solid paragraph and make a graph.

Keep this in your Writing Log, but it should be formal/well edited. This is due May 5 at midnight.

Survey Data Summary for Results Paragraph Assignment
(We did most of this in groups in class and I compiled and shared it after.)

Population

n= 100

63 Women

37 Men

Age Range 16 – 85 (Average age, 41.3, though that's not really useful)

Age groups:

16-29: 45

30-49: 13

50-69: 16

70+: 15

Reported Overall Happiness

Mean Happiness for All 7.65

Mean Female Happiness 7.6

Mean Male Happiness 7.74

Mean Happiness by Age group

16-29: 7.49

30-49: 7.73

50-69: 7.92

70+: 7.63

Reported Overall Physical Well-being

Mean Physical Well-being for All 7.1

Mean Female Physical Well-being 6.98

Mean Male Physical Well-being 7.28

Mean Physical Well-being by Age group

16-29: 6.93 (Range 1-10; mode 7)

30-49: 6.65 (Range 4.5-10; mode 5)

50-69: 7.48 (Range 4-10; mode 8)

70+: 7.28 (Range 2-10; mode 8)

I calculated range and mode for these due to some outliers.

Reported Stress

Totals:

Never 3

Rarely 14

Sometimes 43

Frequently 30

Always 8

If you want to work with the Stress data, you can do counts like I did above divided by gender and age.

Choose Your Own Adventure: Research Writing Edition

Choose your Topic

For this project, you'll develop your own research question related to a community, practice, or phenomenon associated with happiness or well-being. This should be something you can study on or near campus within the next few weeks. We have limited time and resources, so think local and feasible. Your study must also follow IRB guidelines. Some examples:

- How does (church attendance/membership in a Greek organization/visiting art museums/volunteering/etc.) impact people's sense of happiness and life satisfaction?
- What types of happy memories are people most likely to recall from childhood and why? Does that depend on age?
- How does a favorite sports team's performance affect people's mood?
- How do international students cope with homesickness?
- How does participation in a particular pastime or fandom relate to members' well-being (in other words, what do they get out of it)?

Choose your Methods

To answer that question, you will design a study and conduct the field research. You may use any combination of the following methods, but you need to try at least two and one must be qualitative.

- Interview – ideally in person, but also online or on the phone will be okay
- Focus Group
- Observation (can be participant or non-participant)
- Survey (can include quantitative and/or qualitative questions)
- Textual analysis

Choose your Genre and Audience

For this project, you will choose one of the following options, depending on which type of writing you want/need to work on more:

- An IMRAD article appropriate for a college class or academic journal.
- An extended essay along the lines of a non-IMRAD academic journal article
- A multimedia presentation of your research with a substantial written component, such as a TED Talk with script and slides, a brief documentary video with script, or a Podcast.

Consider a *specific* audience—a particular discipline or forum—and let that guide your content, rhetorical choices, format and citation style, etc. Length on these will depend on number of graphs or other visuals, appendices, etc., but shoot for about 1500-1600 words of body text.

Advanced Level

We will do a couple of scaffolding activities that you may complete at the standard level or advanced level. I will provide specific instructions for each assignment.

Due Dates (No Choice Here, lol)

WL: Research Proposal May 11

WL: Progress Check and Field Notes: May 18

Draft Article for Conference: May 24 or 25

Revised and Polished Version: May 28, midnight

Mixed-Method Research Project Folders

For your mixed-method research work, you will create your own folder in MM Research Projects Folders on Drive. You will upload several process pieces and your final composition here, and you might add a document for your own working notes or save articles, etc. to have everything you need in one place. Remember to start the folder title with your last name, please.

Step One: Research Proposal and Working Bibliography

Once you settle on a research question, you will design a study to answer it through primary and secondary research. We will discuss how to design quantitative and qualitative research instruments in class. You will present this initial research and plan in the form of a proposal.

Standard Level

You can write this as an informal assignment, without worrying too much about paragraphing, sentence structure, etc., but you must include:

- A statement of the precise research question you hope to answer and why you want to study the topic
- An explanation of the field methodology you will employ
- A 'working bibliography'—basically your references at the moment—in APA
- A draft of your research instrument(s), such as a survey, interview protocol, observation rubric, etc.

Advanced Level

You will write a more formal research proposal, which should include:

- An introduction to the context and significance of your research topic, with references to previous research
- A statement of the precise research question you hope to answer
- An explanation of the field methodology you will employ and the rationale for your study design
- A 'working bibliography'—basically your references at the moment—in APA
- A copy of your research instrument(s), such as a survey, interview protocol, observation rubric, etc.—as an Appendix

Your proposal should be about 400-500 words without References and Appendix, and you should attend to paragraphing, academic style, and editing. I am your primary audience. You will upload your Proposal and Working Bibliography as a separate document within your MM Research Project Folder

DUE Saturday, May 12 at midnight.

Step Two: Field Notes

As you conduct your field research, it is important to take good notes and keep your recordings, transcripts, survey responses, etc. well organized. You may want to depending on how many files you'll be working with, you might want to make a Field Notes subfolder. I will do a progress check of your **Field Notes** on **May 18** to ensure you're collecting adequate data to complete a substantial project. Add files to your MM Research Project Folder as you collect them. Ideally, you'll have completed data collection, or be nearly there, before class on May 18.

One document in your folder will be your **Primary Research Log**. This is where you'll record when, where, and how you actually collected your data. You should also list any files you recorded or transcribed and what they are named. You can scan hand-written notes, share your survey response spreadsheet, or upload videos—pretty much any way to capture your data. For example:

5/13 12:30 – 2:00 Grandma's House

Observed and Interviewed Mom, Grandma, and Great Grandma. I paid attention to their interactions during lunch and when we sat outside afterward. I typed observation notes on my phone so they'd just think I was texting and wouldn't be as distracted by what I was writing. I interviewed each of them for about 20 minutes, separately in the kitchen while everyone else was outside. I used my phone to audio record the interviews. The sound quality for Great Grandma's isn't very good because she's so quiet, but I got pretty good notes.

Audio Files: Mom.mp3, Grandma.mp3, GreatGrandma.mp3

Docs: 5-13 Interview Notes, 5-13 Observation Notes PDF (about family interactions between mothers and daughters during lunch and conversations)

It was interesting to hear how the three of them answered the questions so differently. It's kind of hard to believe they were describing the same events—definitely supports the theory of reconstructive memory (pull quote from Dykas article). Might do wfw comparison of how they answered Q3. I should probably also mention how it being Mother's Day and them knowing I'm writing about this probably changed their behavior a bit.

Reminder: scan some family pictures, especially of the three of them together at different ages.

You can add any additional notes you find useful. For example, did the information you gathered raise any new questions? How does it fit in with previous research? Did anything go particularly well or badly in the process?

Advanced Level: Cooked Notes

For one interview, observation, batch of survey data, etc., you'll "show your work" by coding the data and making marginal notes. We'll discuss how to code qualitative data and options like two-column notebooks. You'll save this as a new **Cooked Notes doc**. This will be **due May 20**.

Writing Log Prompts_S18

May 25: Article Studio

May 23: Attend Conference with Draft

May 21: Sentence Combining Complete [the activity](#) and work on sentence structure in your draft(s)

May 18: Field Research Check-In

How has the data collection process gone for you?

What do you think about your data so far?

What is your next step?

May 16: Observations of/on Your Environment

What is your dorm room/apartment like? (Use concrete, specific, and significant details.)

How does it feel to spend time there? (Use specific emotion words.)

What might you do to make your living space more pleasant or conducive to your well-being?

May 14: Furiously Happy

What should you 'pretend you're good at' for the rest of the year?

May 11: Instrument Studio

May 9: Interview Transcript

In class on 5/9, we will conduct and record short interviews. You will then summarize and quote responses and submit them via the Interview Transcripts form. Complete this before class on 5/15.

May 7: RQ & Method Invention

What's your research question?

What aspects of your topic might be studied using:

- Interview(s)
- Focus Group
- Observation
- Survey

Which of these seem most interesting and feasible?

What do you need to do first

May 2 - 5: WL+ for A Level: Results Excerpt

Write a solid paragraph reporting on *one or maybe two aspects* of the happiness survey data analyzed in class. Include a contrast or correlation across categories and a graph. Keep it in your Writing Log, but this one should be formal/well edited. This is due 5/3 at midnight.

May 2: Methods Mini-Workshop

April 30:

Writing Log: Method Corrections and Suggestions

Based on your reading/viewing about ethical and effective quantitative research, what problems and limitations do you see with the 'Zen experiment' design and survey?

April 30 - May 4: WL+: Short Formal Assignment - Methods Section


•Design a research study that would improve on my experiment to better determine which start-of-class activities students prefer.

•Draft a Methods section in which you describe your process and instruments. Write this clearly, objectively, and in past tense with attention to editing. Include your survey draft at the end.

Just keep this in your Writing Log. We'll have a mini-workshop in class 4/30 and refined version is due 5/1 at midnight.

April 25: Textual Research Unit Reflection

1. What are you most proud of in your writing for this unit? What would you work on more if you had the time?

2. How did your work for this unit help you meet our [course goals](#) ?

April 23: Ad Analysis

Paste one ad you found in your WL and answer the following:

- Does the ad tap positive or negative motives? How so?
- Which PERMA aspect(s) does the ad address?
- Does the ad use emotional contagion? How?

April 20: Headline Brainstorming

Come up with as many possible titles for your article as you can. Narrow to your favorites, then ask peers which they would be most likely to click on.

April 18: Workshop & Workshop Debrief

Who did you workshop with?

What was helpful about the workshop?

Consider the process of reading others' work as well as their comments on your own

What is your plan for revision based on peer feedback? What concerns do you still have?

April 16: Blog Images

Find 2-3 images (pictures, graphs, flowcharts, etc.) that would be appropriate for your blog. Save them, along with source information. Which would make a good thumbnail?

April 13: Synthesis Paragraph Work

Go back to your article invention questions. Use these concepts/skills to write a synthesis paragraph about your connections or distinctions between two or more sources. Include rhetorically effective attributions with active verbs and transitional phrases.

Ins and Outs

- Brainstorm a few intro and conclusion strategies you might use.
- Which seems most appropriate for your topic and audience?

April 11: [Article Invention Questions](#)

by April 9: Video Authority and Ethos

Watch the shared videos from Martin Seligman and Practical Psychology.

Evaluate the authority of each speaker.

Beyond authority, how does each speaker establish his ethos and how would you characterize their persona?

For April 2, 4, and 6

This week, WL credit will be based on attendance and participation in the two library workshops (4/2 and 4/6), evidence hunt group work in class (4/4) and the weekend WL on evaluating authority and ethos in two videos.

by April 2: Topic & Keyword Invention

1. Review our list of Topics for Inquiry. Which interest you and seem most appropriate for textual research? Keep in mind that you have most freedom for this one.
2. For 2-3 potential topics, freewrite for a few minutes about why the topic interests you, what knowledge you already have about the topic, and why other students might be able to use information about it.
3. Highlight the topic that seems most promising. Then, generate a list of keywords to start your library work with on Monday

March 28: Communities and Methods

☞What discourse communities do you belong to?

☞What research traditions and methods are you most likely to use in your major(s), minor(s)?

☞What kind of research are you most excited about doing this quarter?

by March 28: Student Profile

1. Full Name, preferred name, and pronouns

2. Where you're from
3. Major(s)/Minor(s) and areas of academic interest
4. Hobbies/activities/things you give a lot of time and energy
5. A couple of ways you'd like to improve your research and writing this quarter

March 26: Experiences and Definitions

A. Research Writing Background

- Briefly describe your familiarity/ background with research writing. What methods have you used? What genres of writing have you done?
- Briefly describe your attitude toward research writing. What do you enjoy about it? What do you find challenging? How confident are you in your research and writing skills?

B. Defining Happiness

- How do you define happiness?
- What makes you happy?
- What do you think would make you happier?

WRIT 1133 • Spring 2014

Jennifer Riley Campbell

Office: Anderson Academic Commons 381 B

Hours: Tuesday and Thursday 10:00 – 3:30 or by appointment

Phone: 303.871.7698 or 720.350.8140

E-mail: Jennifer.Campbell@du.edu

Why We're Here

WRIT 1133 teaches rhetorical strategies needed for successful research-based writing in diverse academic and nonacademic situations. We will continue to build on the skills developed in WRIT 1122, such as: the ability to analyze and write effectively in a variety of rhetorical situations; the ability to produce writing that effectively provides evidence and reasoning for assertions, for audiences of educated readers; the ability effectively to incorporate written sources into your own writing and to document those materials appropriately; the ability to use feedback to revise your own writing and the ability to provide useful feedback to others; and the ability to edit and proofread your writing. In addition, by the end of WRIT 1133, students will be expected to:

- Demonstrate a practical understanding of multiple academic research traditions—text-based, qualitative, and quantitative—and how researchers use different methods to generate and share knowledge.
- Have practiced writing based in least two different academic research traditions.
- Demonstrate a practical understanding of appropriate rhetorical choices in writing for specific academic audiences and specific popular, civic, or professional audiences, through both analysis and performance.
- Have practiced writing to multiple, specific audiences and making appropriate rhetorical and conventional choices for those audiences.
- Demonstrate proficiency in finding, evaluating, synthesizing, critiquing, and documenting published sources appropriate to given rhetorical situations.

Course Theme

In this section of WRIT 1133, all of our work will relate to the broader theme of “Writing Culture.” Writing is the first word, and it will be our primary concern throughout the quarter as we write about culture and learn about the culture of writing. We will discuss key concepts of rhetorical theory and the research methods scholars use to generate new knowledge. In addition to common readings and activities based on cultural phenomena ranging from after-school jobs to zombie films, students will design, conduct, and present research into a specific subculture or cultural phenomenon of their choice.

What We'll Do

Reading

You won't be buying a traditional textbook this quarter. Instead, we will read a variety of primary and secondary sources, textbook excerpts, and handouts that will be posted to Blackboard. I suggest that you print the readings in advance, as many people find it easier to read and annotate hard copies and refer to them during class discussion. If you prefer to work with digital copies, be sure to download the readings so that you can access them even if the wireless is acting up. In addition to the required reading for the day, please bring your laptop, a notebook/paper, and a writing implement to every class session.

Writing, and Lots of It

Writing Log and Workshops (20% of Grade)

You are expected to attend and actively participate in every class meeting. Each of you will maintain a Writing Log on Google Drive where you will share in-class writing and informal assignments with me. We'll also use Google Drive to conduct structured peer workshops. Scores for these activities will be based primarily on completion and engagement, with less rigid expectations for style, editing, etc.

Writing Log

Each student will maintain an ongoing Writing Log. You'll create a document in Google Drive and share it with me. Throughout the quarter, you'll complete a variety of informal writing tasks—each an addition to the log. For example, I might ask you to do some invention work toward a paper, or try different intro strategies, or apply a concept from the textbook to some previous writing. Some will be written in class, while others will be part of your homework. Make sure to put the date and a brief title/description at the top of each entry, and a line at the end. I won't always read every word or respond to every entry, but I will check in on a regular basis to see what you've been working on, offer suggestions, and track progress. Logs will be graded based on completion and apparent effort, so if you give each activity a good college try, you'll earn full credit (on average, 20 points per week).

Workshops

Because this is a writing course—and one learning goal is to “use feedback to revise writing and provide useful feedback to others”—I will assess your feedback on peers' projects during our Writing Workshops.

POINTS	ASSESSMENT	CRITERIA
9-10	Excellent	Feedback generated in the workshop activities is thoughtful and thorough in addressing many of the relevant questions from the workshop guide. Suggestions for revision are specific and constructive in tone.
8	Good	Feedback generated in the workshop activities is thoughtful and address several relevant questions from the workshop guide. Suggestions for revision are given, but some suggestions lack explanation and specificity.
7	Adequate	Feedback generated in the workshop addresses some relevant questions from the workshop guide, but is not particularly thoughtful or helpful for revision (e.g., “I liked it”). Suggestions for revision lack specificity.
6	Lacking	Feedback provided for the workshop is superficial. No specific suggestions for revision are given.
0	Missing	No feedback provided for the workshop.

Formal Assignments (70% of Grade)

You will complete a series of formal writing projects that will allow you to thoroughly investigate a subculture or cultural phenomenon of your choice using different research methods and share your findings with different audiences. We'll be using Google Docs to share drafts and feedback throughout the term. When you submit your drafts to me, I will provide comments, revision suggestions, and a tentative grade. You are welcome to revise three projects based on feedback when you resubmit them as part of your final portfolio at the end of the term.

Annotated Bibliography	100
Qualitative Article	150
IMRAD Report	200
Interpretive Essay	175
Final Presentation	75

Final Portfolio (10% of Grade)

At the end of the term, you'll have a chance to reflect on what you have learned and share your best work with the Writing Program through a Final Portfolio. You will write an introductory essay that explains how you've met course goals and present fully revised and edited projects as evidence. The portfolio portion of your grade will be based on your introductory essay and presentation of evidence essays in an attractive document.

A Note on Plagiarism:

We will discuss intellectual property, fair use, and how to avoid plagiarism in class. Intentional plagiarism is evil and can have negative consequences for your grade and/or academic career. Just don't do it! If I catch you, you will receive an F for the project and I may report the incident to the Director of Writing and the office of Community and Citizenship Standards. If I don't catch you, Karma will.

Assessment

For each formal assignment, we'll discuss genre conventions and assignment expectations as a class and conduct peer workshops. You'll submit a revised project to me for feedback and a tentative grade. You'll have an opportunity to revise before submitting your final versions and portfolio. To earn full credit, all projects must be posted on time. **Unless you have arranged an extension ahead of time, I will deduct 1/3 letter grade for each day an assignment is late** (this deduction will also apply to the revised score for essays).

Specific requirements and criteria for individual projects will vary, and we'll discuss them in class, but in all cases my evaluation of your work will consider overall appropriateness to the rhetorical situation, content and development, organization, style, format, and mechanics. If you ever have a question about my comments or a grade you have received, be sure to talk to me about it.

Grading Scale

A	930-1000	B-	800-829	D+	680-699
A-	900-929	C+	780-799	D	630-679
B+	880-899	C	730-779	D-	600-629
B	830-879	C-	700-729	F	<600

Attendance, Engaging in Class Discussions, and Studio Work

During class time, we will cover a lot of material and do in-class composing, group work, and other activities that will be difficult or impossible to replicate outside of class. This is not a lecture course; you are expected to participate in class discussions and group work. Therefore, your daily attendance is very important to your success in this course. **You are allowed two absences, no questions asked. For every absence beyond that, unless you clear it with me, I will deduct 10 points from your course total.** Work missed due to excused absences must be made up in a timely manner, and it is your responsibility to find out what you've missed. Work missed due to unexcused absences or tardiness may not be made up.

A Note on Course Etiquette:

I believe that the classroom atmosphere should be relaxed, but not too relaxed. You should be polite and respectful to your fellow students. For example, it's cool to bring a drink or small snack to class, but don't have a pizza delivered. Please keep food and drinks away from computers and equipment.

We will use laptops in class a lot. During class time, I expect you to use your computer for class purposes only. When we aren't directly using them, you should close your laptops and engage with those around you. Check your email, IM friends, or gamble away your financial aid on your own time, thank you. All cell phones and other irritating beeping devices must be silenced before class.

General Policies for the University Writing Program are posted at <http://www.du.edu/writing/policies.htm>

Conferences/Office Hours

I will do everything that I can (within reason) to help you succeed in this course. My office hours are a chance for you to meet with me for individual discussion, guidance, help with drafts or revisions, etc. Feel free to schedule a conference or just drop by during office hours if you have any questions, concerns, suggestions, or ideas you'd like to talk about. If you do schedule a conference, please don't stand me up.

Universal Design for Learning (UDL)

Individual students bring a wide variety of skills, needs, and interests to learning, and one of my goals as an educator is to support individual learning styles by making course content and activities as engaging and accessible as possible. To this end, I follow principles of Universal Design for Learning. For example, I try to present material in multiple formats through reading, visuals, and verbal communication. I include activities that allow students to express themselves in different ways, as well, through multiple textual, visual, and verbal heuristics; informal and formal writing; presentations; and one-on-one, small group, and large group discussions. We'll discuss a range of topics to engage different interests, and all of your formal assignments will be based on a topic that you choose and develop expertise about through research. Please let me know if there is anything I can do to better support your individual learning style.

Inclusive Excellence

I am committed to fostering a learning community that supports each student's development as a writer, student, and citizen by respecting differences and finding common ground. We will encourage honest inquiry and constructive criticism but won't tolerate mean-spirited discourse or offensive behavior. You'll be writing on topics you care about, and it's okay to be emotionally involved in your work. If at any time during the class, you think that your peers or I are being disrespectful to you or anyone else, or if you think we've left out important perspectives in our conversation, please bring this up in class or discuss it with me after class or in office hours.

Special Accommodations

Any student who requires special accommodations due to a defined disability should obtain appropriate documentation and meet with me as soon as possible. I will make every effort to ensure your comfort and ability to succeed in this course. All matters pertaining to your disability and accommodations will be handled in the utmost confidence. Please contact the Disability Services Program located on the 4th floor of Ruffatto Hall at 1999 E. Evans Ave. or 303.871.2278. Information is also available online at <http://www.du.edu/disability/dsp>, or see the *Handbook for Students with Disabilities*.

WRIT 1133 • Spring 2014 Daily Schedule

This schedule is subject to change as needed.

Date:	In Class:	Assignment:
M 3/24	Course Overview Google Drive and Writing Logs Introductions and group identifications Research Writing Experiences	Read Nussbaum, "Citizens of the World"; Ch. 1 "Researching in Context"; Read Ch.5 "Research Questions and Plans"
W 3/26	Discuss Disciplines and Epistemologies Topic considerations Annotated Bibliography and Article Analysis Assignment	Read Ch. 2 "Creating Arguments and Working with Evidence"; Ch. 3 "Working with Published Sources"; Read Ch. 7 "Qualitative Research" pp. 1-20 Writing Log--topic selection Friday
M 3/31	Library Workshop w/ Carrie Forbes Meet in Anderson Instruction Room!	Read Besen and Schlosser PDFs Start selecting sources
W 4/2	Discuss Qualitative Article assignment, qualitative methods/strategies, and netnography	Look at Ch. 10 "Documenting Sources" Write Bibliography and Article Analysis Plan/start conducting field research
M 4/7	Annotated Bibliography 1.0 Due Discuss readings & rhetorical choices	Conduct field research Writing Log—field notes
W 4/9	Discuss field notes, selection and integration Discuss sample articles & workshopping	Complete field research Draft Qualitative Article and post to Google Drive folder
M 4/14	Qualitative Article Workshop Discuss style & editing strategies	Revise your article Read "Quantitative Research Overview"

W 4/16	Discuss Readings & IMRAD Assignment <i>Qualitative Article Conferences 4/16, 4/17, 4/18</i>	Read Ch. 9 “Mixed Methods” Polish Article; Start IMRAD Proposal
M 4/21	Qualitative Article Due Finish & Clear IMRAD Proposals Discuss/work on Lit Review	Work on lit review and research instrument Read Greenberg and Sample IMRADs;
W 4/23	Finalize Research Plans/Instruments Discuss/work on Methods Section	Conduct research & start processing data Explore “Presentation of Statistics” links; Ch. 11 “Visual Representation”
M 4/28	Discuss/work on Results and Discussion Discuss Sample IMRADs	Complete & post report draft
W 4/30	Abstract Writing & Formatting Full IMRAD Workshop <i>(IMRAD Conferences 5/1-5/5)</i>	Read Ch. 6 “Text-based Research” and Interpretation Essay Assignment Sheet
M 5/5	<i>No Class - Conferences</i>	Read “Horror Interpretation Readings” Revise IMRAD Report
W 5/7	Discuss Interpretive Essay Assignment Discuss readings, strategies for balancing summary, description, and interpretation IMRAD Report Due 5/9	Read theory handouts Start finding media representations of subculture or phenomenon Find secondary sources
M 5/12	Discuss reading, applying critical frames	Select media representations; Watch, listen, take notes
W 5/14	Discuss sample essays; Studio Time	Complete Interpretive Essay Draft
M 5/19	Discuss Portfolio Assignment Interpretive Essay Workshop <i>(Essay Conferences 5/20, 5/21, 5/22)</i>	Revise and edit Interpretive Essay
W 5/21	Revision Studio Interpretive Essay Due 5/23	Draft portfolio intro, revise projects
M 5/26	<i>No class</i>	Draft portfolio intro, revise projects Optional conferences
W 5/28	Course Wrap-Up, Portfolio Studio	Submit Portfolio June 2. Celebrate!

WRIT 1133 – Campbell

Annotated Bibliography and Article Analysis

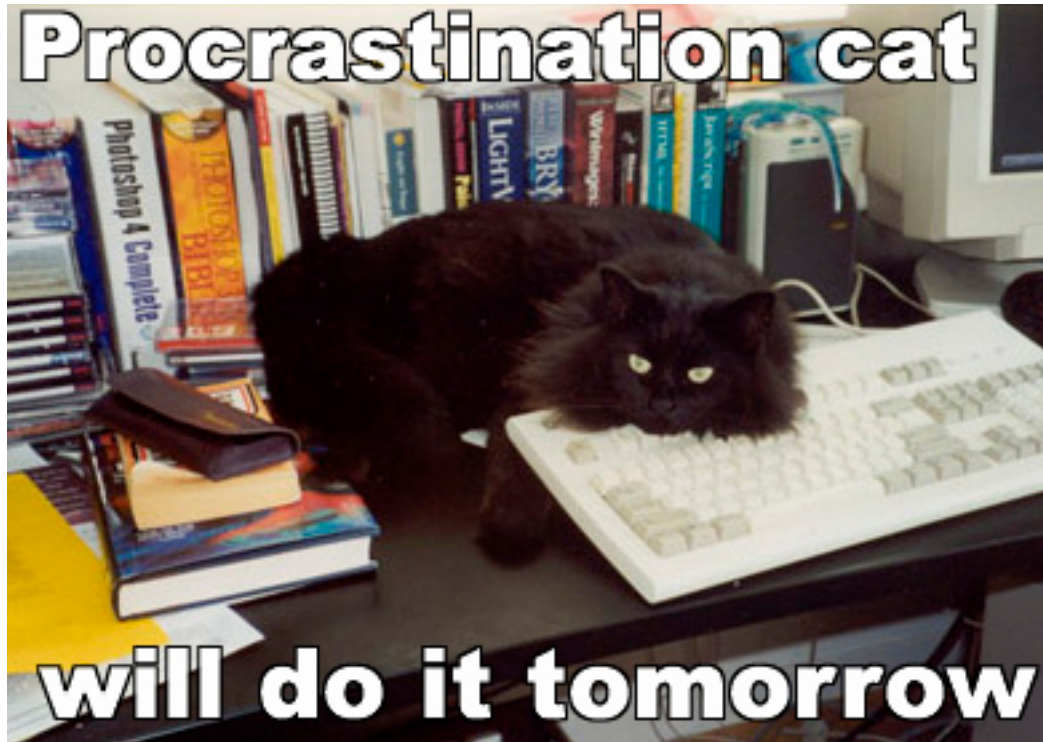
The annotated bibliography is a useful research tool. It allows you to keep track of citation information and notes on relevant sources for your reference or to share with fellow researchers. For this assignment, you will create an annotated bibliography of relevant sources about your chosen subculture. You will use these sources for your interpretive, qualitative, and quantitative writing, so consider sources written in different disciplines that address multiple aspects of your research topic.

You should find at least **six** sources—these can be a combination of academic journal articles or book chapters and more popular sources. For each source, you will construct a bibliography entry that includes:

1. A full MLA citation (see Ch. 10)
2. A short summary of content
3. An evaluation of the research value of the work based on credibility, timeliness, and relevance.

Your audience is fellow researchers, and you should adopt a clear, formal style. General formatting should follow MLA conventions. Entries should be arranged in alphabetical order, with the full citation first, followed by the summary and evaluation paragraph. Please include an extra space between entries and/or put the citations in bold for readability.

By finding and citing sources early, you'll avoid:



Next, Choose one PEER REVIEWED ACADEMIC JOURNAL ARTICLE from your annotated bibliography. Read the article carefully and complete the following prompts.

1. Provide Citation Information for your article: author(s), article title, journal title, date.
2. What are the author's credentials?
3. What are the primary content and target audience of *the journal* in which the article was published?
4. Write a one-paragraph summary of the article. (Refer to Ch. 3, p. 16 for guidance)
5. What research method(s) did the author(s) use to complete the study? What kind of evidence do they present from primary research?
6. What kind of secondary sources are used? How is this source material introduced and cited?

7. How would you define the style and structure of the article? (Consider level of formality, diction, formatting, etc.)

8. How would you characterize the role of the author? (Involved, objective, informative, argumentative, etc.) What textual cues inform your assessments?

9. How does this academic article compare to the presentation of research in articles written for a broader/more popular audience (perhaps others on your topic)?

10. What is your personal reaction after reading the article? You might characterize the experience of reading the academic work, what you found most interesting about the content, questions it raised about your topic or research in general, etc.

Combine your bibliography and article analysis into one document (.doc, .docx, or .txt) and upload it to Google Docs. Name the file Last Name_BibAnalysis.

WRIT 1133 – Campbell

Qualitative Research Article

So far, you have based your subculture research on existing texts. For this assignment, you will conduct qualitative research to generate new knowledge about your subculture. Chapter 7 discusses the nature of qualitative research questions and the methods you can use to answer them; the key will be determining which methods are appropriate and feasible within our limited timeframe and location. You might:

- Interview one or more members of the subculture in person, by phone, or by email.
- Conduct a focus group with members of the subculture.
- Interview an expert on your subculture or some aspect of it (one nice thing about being at a good university is access to linguists, social scientists, and folks who study many different aspects of culture.)

You may want to supplement your interview material with observations of physical or online spaces where members of your subculture congregate or communicate with one another. Consider, for example, how Schlosser and Besen combined observation and interviews in their research about young workers. You should also draw material from secondary sources you've already been working with.

After you conduct your qualitative research, you will present it in an article written for a specific popular publication. Consider who would be interested in hearing about your findings and how to reach them. You might write your article for the *Clarion*, the *Denver Post* or your hometown paper. Maybe your article would be appropriate for a magazine like *Denver's 5280* or *Rolling Stone*, or for a website or blog for/about your subculture or a

related topic. Once you select a publication forum, read some of their articles to determine what writing conventions, rhetorical strategies, and format will be appropriate. For example, most popular publications don't use academic citations like MLA, so you'll need to use smooth in-text attributions for your source material. You might find that the popular article genre calls for shorter paragraphs, less formal diction, graphics, etc.

Here's the timeline:

1. By Monday, April 7, develop your research plan. We'll write these up and refine research instruments in class. Refine. Schedule your interviews and/or observations. We'll discuss field notes on April 9.
2. Complete your primary research and draft your article. Post your draft to Google Drive and share before class on Monday, April 14.
3. Revise based on peer feedback, conference with Dr. Campbell, and revise your article for Dr. Campbell's review by Monday, April 21.

WRIT 1133 – Campbell

IMRAD Report

So far, you have used text-based and qualitative methods to study your subculture. Now, you might extend your qualitative study and/or try your hand at quantitative research. It may seem counter-intuitive to try to reduce a culture to numbers, but you can use quantitative research to measure attitudes, track trends, and answer different types of research questions about your group or phenomenon. Given our limitations in time and resources, I recommend defining a fairly narrow research question. You can also draw on material from your previous textual and qualitative research, if that is appropriate for your project.

Invention and Proposal

After reading the “Quantitative Research Overview” and “Ch. 9 – Mixed Method Research,” brainstorm options for research questions you might answer using qualitative and/or quantitative surveys, qualitative and/or quantitative observations, or some mix of these methods. After you narrow your research question and method, you will present your topic and plan in the form of a brief proposal that includes:

- An introduction to your topic and its significance.
- A statement of the precise research question(s) you hope to answer (and your hypothesis, if appropriate).
- An explanation of the field methods you will employ and why you think they are appropriate.

You may conclude with any specific questions you have for me about the process.

You will complete this proposal in your Writing Log in class April 21.

Conduct Your Research

After I have approved your research plan, you will finalize your survey instruments and/or observation protocols and carry out your primary research. You will gather and analyze your data, then combine your original research with your secondary research to write your final report.

Draft Your Report

The final product for this study will be a formal APA-style IMRAD report, which includes the following:

- An *Introduction* that states your research question and/or hypothesis and provides background on your topic through a literature review.
- A *Methods* section that explains your primary research process (including instruments, location, times, duration, recording methods, etc. as appropriate) and points to survey instruments or observation rubrics in the Appendix.
- A *Results* section that objectively reports the data collected. If appropriate, include graphic representations of your data (graphs, tables, diagrams, etc.).
- A *Discussion* section in which you interpret the results and explain their significance. This will be followed by a conclusion that addresses the limitations of your study and makes suggestions for future research.

This report will follow APA format for paper layout and source citations. You will be writing for an academic audience and should embrace the reporting style that seems most appropriate for your method (for example, quantitative research tends to be more objective with no use of the first person). Your final report should be long enough to adequately cover each section, which will vary depending on method(s) used, graphics included, and supplemental materials. Make sure to include a References page and an Appendix to present your research instrument(s).

Workshop, Revise, and Edit

We will discuss each section in class, and you will post a full report draft to **workshop on April 30**. I'll be available for **conference May 1 & 2**. You'll submit a **revised version for my review on May 5**. As usual, you'll be able to revise based on my feedback for your final portfolio.

