Primary Sources Project

Due Date: Jul 16
Length: 1200 words
Post to E-Learning Assignments by 7pm

Objectives

David Bartholomae and Anthony Petrosky, editors of *Ways of Reading*, write that reading "can be the occasion for you to put things together, to notice this idea or theme rather than that one, to follow a writer's announced or secret ends while simultaneously following your own" (3). This occasion for you to "put things together" arises not only when reading a text, but also when reading any kind of cultural object, whether it be a lab result, technological invention, social event, or legal case. When you become capable of performing a sharp, sensitive reading of the social world around you, you "make your mark on it, begin casting it in your own terms" (Bartholomae and Petrosky 3-4). As a result, you begin to invent and shape your own path and identity as a critical thinker.

In order to produce original and influential writing in your career, it is crucial that you develop an understanding of how to use and produce interpretations of "primary sources" in your field. Primary sources are the "materials on a topic upon which subsequent interpretations or studies are based, anything from firsthand documents such as poems, diaries, court records, and interviews to research results generated by experiments, surveys, ethnographies, and so on." Your aim in this assignment is to nail down your research topic and get a grip on the scope and materials of your study.

Composition

Begin this project by selecting 2-4 objects of study related to your research topic: these objects may consist of a story, film, image, song, comic, constitutional amendment, scientific study, or any other material that requires you to provide the *interpretation*. You have already exercised interpretive and analytical skills of primary sources in the first and second Online Journal entries. Your task now is to vigorously select primary materials that collectively work towards your larger research objective. Once you have collected these materials, write close interpretations of the works themselves, but also connect those interpretations to the larger objective of your study. Your discussion of these objects should begin to consider the wide-ranging critical aspects of your research project.

In summary, you may choose to write about 2, 3, or 4 primary objects of study. The total composition must amount to at least 1200 words, but no more than 1400 words. Write about each object individually, and separate each entry with a bibliographic entry (i.e. from what source did you retrieve this object?).

Grading Criteria

I will grade your project based on these four major categories: content, development, organization, style/grammar. *Content* in this assignment refers to the level of your critical, imaginative, and rigorous engagement with the primary sources you collect and interpret. *Development* refers to the level of description *and* reflection you invest in your observations of the objects. and your ability to flesh out the ideas and details you present. *Organization* refers to the presentation of ideas in a reader-friendly sequence that is logical and non-repetitious. *Style* will be evaluated based on concision and sentence variation and flow; *grammar* refers to spelling, correct word usage, and clear sentence construction.

See also the "General Framework for Grading" on E-Learning for qualitative descriptions of letter grades.

Secondary Sources Project

Due Date: Jul 23
Length: 1200 words
Post to E-Learning Assignments by 7pm

The secondary documents project (aka annotated bibliography) will help you evaluate the relevancy, accuracy, and quality of your sources and their usefulness for your topic. The overall idea is that you are beginning to establish your credibility as an author and create a scholarly conversation between yourself and other experts in the field.

Part I: Sources & Citations

1. Select *at least* **FIVE** sources relevant to your topic. In all, the sources should be comprised of current, serious, scholarly articles and books:
    a. Focus almost exclusively on databases available on the UF Libraries website (OmniFile, JSTOR, or "databases by subject").
    b. Restrict your search to 2001-2008 as you aim for more recent publications. Also restrict your search to "peer reviewed" or "scholarly" articles.
2. Format your citations according to MLA or APA style; be consistent, whichever style you use. **It is your responsibility to look up formatting guidelines in the *Penguin Handbook*.**

Part II: Content

For each source, you will write a short essay that engages with the contents of the source.

1. These entries should *include* the **thesis** and a **brief summary** of the source.
2. In addition, you will write a short (i.e. 1-2 paragraph) response that engages with the contents of the source. For each entry, perform one of the following tasks (vary your selections):

    a. Evaluate and ask one or two questions left unanswered by the source;
    b. Examine relevancies between your topic and the source;
    c. Draw connections between this source and your other sources.

Grading Criteria
I will grade your project based on these four major categories: bibliography, article summary, evaluation, and style/grammar. *Bibliography* refers to your selection of sources and formatting of citations. *Article summary* refers to your ability to identify each source's main argument and highlight key points. *Evaluation* refers to your critical engagement with the source. *Style* will be evaluated based on concision, emphasis, and sentence flow; *grammar* refers to spelling, correct word usage, and clear sentence construction.

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Example

Peterson, George J., and Michelle D. Young. "The No Child Left Behind Act and Its Influence on Current and Future District Leaders." <u>Journal of Law and Education</u> 3.1 (2004): 343-63. OmniFile. 3 Oct. 2004.

In this article, Peterson and Young argue that the gap between current educational guidelines and the proposed measures of the NCLB Act will lead to the breakdown of administrative leadership in targeted school districts. Measurements of school performance, they note, rely too heavily upon student achievement scores, and consequently, school administrators must play a more integral role in the education process. This change will require an overhaul of the training systems in place for preparing superintendents, principals, and other administrative positions. While I believe the ultimate goal of the NCLB Act will have a positive impact on the education system, the way to achieve that goal is being too hastily undertaken. This article will be useful to my research because I am investigating the various changes that need to be implemented in the requirements of the NCLB Act in order for it to achieve success. In particular, Peterson and Young address the challenges posed to administrative issues, which will supplement my attention to curricular issues.

Synthesis Project

Due Date: Jul 30
Length: 1200 words
Post to E-Learning Assignments by 7pm

Objectives
The synthesis is an opportunity for you to analyze and compare your most significant sources as a precursor to the research paper. The goal is to survey and make sense of the research relevant to your topic. Think about what the sources have in common, how they differ, and how they are in conversation with one another. The synthesis will help you establish and limit the context of your research questions, demonstrate a knowledge of the trends and issues that frame your position, evaluate the credibility of the available research, and establish your own credibility as a researcher.

Composition

Select from your best work one object of study (primary source) and one scholarly article (secondary source). Then select one critical text from *Ways of Reading* (Bordo, Foucault, Percy, Pratt, or Appiah). Establish a key and unique relationship among the three materials, and then based on this common thread, note how each item differs from one another on this point. Finally, establish a thesis based on these three materials and the subtle comparisons you have made. Write an essay that introduces your thesis, develops the relationships between the three materials, and concludes your findings.

Grading Criteria
I will grade your project based on these four major categories: thesis, development, theory, and style/grammar. *Thesis* refers to your overall synthesis of the three sources into a singular and meaningful argument. *Development* refers to your discussions of the relationships between each object and your overall thesis. *Theory* refers to your summary and application of a theoretical framework from one of the *Ways of Reading* essays. *Style* will be evaluated on your use of transitions and emphasis to establish the relationships within your work; *grammar* refers to spelling, correct word usage, and clear sentence construction.

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Reading Response II (On Rhetoric)

Due Date: Aug 7
Length: 500 words
Points Value: 50

Paper copy: Typed, stapled, and formatted per 14k in the *Handbook*
E-copy: Copy/paste in html to "Assignments" on WebCT

Objectives
The essays we read from *Ways of Reading* are noteworthy not only for their engaging content, but also for their modes of argumentation. Most likely, the ideas about argumentation (or "rhetoric") presented in this class have differed widely from what you were expecting, your preconceived notions of what an argumentative text looks like. Therefore, the purpose of this assignment is for you to re-discover rhetoric in one of the essays listed below.

Methods
Select one of the essays below. Examine how the author shapes his/her argument using specific rhetorical methods. Refer specifically to the rhetorical method that I have already indicated for you.

- Alice Walker, "In Search of Our Mothers' Gardens": "re-visioning and re-reading primary sources"
- Mary Louise Pratt, "Arts of the Contact Zone": "integrating primary sources in analytical writing"
- Gloria Anzaldúa, "Entering into the Serpent": "inventive ways of merging diverse sources"
- Renato Rosaldo, "Grief and a Headhunter's Rage": "repositioning yourself in your research"

Grading Criteria
In addition to the criteria named on the "Framework for Grading," your essay will be evaluated specifically on your ability to identify and articulate how rhetoric functions in the text.

Final Project

Final Objectives

By now you've become somewhat of an expert on your topic, and in have becoming such, you have begun to establish your credibility and authority on the subject; moreover, you've examined your personal biases and considered alternative perspectives to your own. You better understand the importance of audience and your relationship with it through the text; you can write actively and with emphasis to very clearly articulate your message in a meaningful, clear, and interesting manner. Finally, you realize now that there is no finality to your subject—that it is unwise to make absolute statements that allow no evolution.

Methods

Look through all your writing materials this semester—what do you see? what are you an expert on? what do you want to communicate to me, your classmates, and yourself? Create an outline of your ideas and begin drafting. When does your incorporation of a primary or secondary source become valuable to the text? How do you need to revise your original writing to make it work in this final essay? When should you completely eliminate or demote (to explanatory notes) your first attempts? Do you need any additional sources in order to strengthen the quality and rigor of your final essay?

Organization

In all, you're writing an "argumentative" essay that contains a solid thesis, supportive analysis, and supportive evidence. In the synthesis, you primarily organized your essay around the source materials; in the final essay, you need to organize your essay around your thesis and its supporting themes. Your essay must include a works cited and it may include explanatory notes. Your writing should be fresh, engaging, and academic.

Grading Criteria

I will grade your project based on these four major categories: thesis, thematic organization, persuasion, and style/grammar. *Thesis* refers to your construction of a singular and meaningful argument that engages with your sources and your theoretical framework. *Thematic organization* refers to your organization of the essay into meaningful thematic dimensions of your argument (instead of organization around your sources). *Persuasion* refers to your ability to acknowledge of your audience's assumptions and valid counterarguments, while rebutting them with your well-documented, logos-based analysis. *Style* will be evaluated on concision, emphasis, and active voice; *grammar* refers to spelling, correct word usage, and clear sentence construction.

See also the "General Framework for Grading" on E-Learning for qualitative descriptions of letter grades.