Essay 4: Research essay Research Essay

Topic: Writing about writing

English 102

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| **Video and visual resources for essay writing**  In these links, you will find the same information in this assignment sheet presented with visuals (PowerPoint slides) as well as audio of my voice explaining each slide. These resources are designed to help you better understand the assignments and what I am looking for while I am grading.  **Essay sequence (1-4) and writing about writing:**This video and PPT explains how each essay builds on the previous essay and gives an overview of the “writing about writing” topics. I designed this material to give the writer an overview of the course and the essays they will be asked to write throughout the semester.  [Video on YouTube](https://youtu.be/eUkhq4JPFow)  [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/Essay-sequence-and-writing-about-writing-2.pptx)  [Closed captions video](https://plugin.3playmedia.com/host?mf=6751969&p3sdk_version=1.10.7&p=14704&pt=632&video_id=eUkhq4JPFow&video_target=tpm-plugin-rzhtztyy-eUkhq4JPFow)  **Essay 4 walkthrough.** In these resources, I will walk you through different possibilities for how to approach the final research essay.  [Video on YouTube](https://youtu.be/kdoykweTGHs)  [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/walkthrough-of-research-essay-instructions.pptx)  [Video with closed captions](https://plugin.3playmedia.com/host?mf=6751998&p3sdk_version=1.10.7&p=14704&pt=632&video_id=kdoykweTGHs&video_target=tpm-plugin-6qa4n1fk-kdoykweTGHs) |
| [**Student example essays published in *Understanding Literacy in our Lives***](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/chapter/1-6-2-research-essays-by-theme/) |

Three sample approaches to essay

1.) What were the topics of the articles that you synthesized? What was your topic for the argument without sources essay? Are you interested in making research questions and an argument based on those topics?

2.) Are you interested in dissecting at least two sources with rhetorical or discourse analysis tools? If so, ask a research question that can be answered with rhetorical or discourse analysis tools.

*Example 1:* What are the persuasive techniques used in NFL athlete Antonio Brown’s hype video "THIS IS MY LIFE. AIN’T NO MORE GAMES”? How does this compare to persuasive techniques in Lebron James’ video “I’m coming home”? How do these athletes use ethos, pathos, and logos to persuade their fans that they should be redeemed? You will also need to use academic sources to back up your argument. These could be sources that discuss rhetorical analysis tools, persuasion, or rhetoric.

*Example 2:* What persuasive techniques does the video “Back-To-School Essentials | Sandy Hook Promise” by Sandy Hook Promise use to persuade the reader about guns and school shootings? What persuasive techniques does the video “The Truth About Carrying A Gun” by Colion Noir use? Are the rhetorical techniques different and how so? How are the contexts different and how are they the same?

Website to get started with rhetorical analysis: <https://m.wikihow.com/Write-a-Rhetorical-Analysis>

Website to get started with discourse analysis <http://www.politicseastasia.com/studying/how-to-do-a-discourse-analysis/>

3.) Is there a class or subject or profession that you are interested in writing about how people in those fields communicate? You could use primary sources like interviews, observations, and studying your own habits to begin to write this essay. Your research question could look like: what are the literacy practices of my Chemistry 101 class? You must use scholarly sources for your argument as well, for example, articles from literacy studies.

What I will be looking for:

1.) Did you take an exploratory approach, meaning: did you take a look at every angle on your topic that you could think of?

2.) Did you integrate personal experience and observations with the data from academic articles?

3.) Did you attempt to answer research questions?

4.) Did you follow the standard requirements listed below?

See course calendar for due dates

*First Excellent Draft (800 words) due via SharePoint*

*“Final” Superb Draft (3,600 words for essay and 10 sources) due via SharePoint*

Requirements:

Must make an argument about a topic in writing studies and be supported by a variety of research, including at least 5 scholarly sources and 10 sources total

A Essays:

\*Unique, detailed, and insightful response to the topic

\*Draw a living picture

\*Thesis idea evident, strong, convincing, and supported by entire essay

\*Thoroughly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization that is clearly constructed and planned

\*MLA or APA format followed closely

\*Creative title

\*Analysis of argumentative strategies strongly apparent in writing

\*Strong command of grammar, punctuation, and usage

\*Library sources, database articles, and other research are used in an excellent manner

\*A wide variety of critical thinking strategies are used to dissect and incorporate sources into own writing

B Essays:

\*A clear response to the essay prompt

\*Draw a clear picture

\*Thesis idea clear, but not supported by every element of essay=Briefly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization is planned, but not followed the entire time

\*MLA format followed for the most part (a few mistakes)

\*Creative title

\*Analysis of argumentative strategies apparent in writing

\*Command of grammar, punctuation, and usage

\*Library sources, database articles, and other research is used in a proficient manner

\*A variety of critical thinking strategies are used to dissect and incorporate sources into own writing

C Essays

Have a thesis and are missing one element from B essays

D Essays

Have a thesis and are missing two elements from B essays

Failure

No thesis statement/and or missing three elements from B essays

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| **Learning Objectives** For your reference only; you do not need to explicitly answer these questions in any place. \*Signifies a course learning objective on the syllabus.  -Write a 3600 word essay relevant to writing studies in some way  -Connect your topic clearly to reading, writing, communication, education, and/or literacy  -Ask and answer research questions  -Use essay organization that compliments your ideas and writing style  -Write a thesis statement (could be longer than a sentence)  -Use reasoning from multiple perspectives and standpoints to answer research questions  -Approach the topic with an open mind  -Write to discover more about your topic  -Utilize both sources and experiences to answer research questions  -Write about observations and integrate that into research writing  -Cite consistently in either MLA or APA including in-text citations with page numbers  -Integrate at least 5 scholarly sources into writing  -Integrate at least 10 sources total into writing  Identify relevant resources\*  -Evaluate these resources critically and utilize them successfully\*  -Understand what constitutes plagiarism\*  -Select an appropriate documentation style and use it consistently to cite sources\*  -Communicate effectively the results of this research in written form consistent with the practices and skills of college-level English\*  -Determine the nature and extent of the information needed in their writing\*  -Access needed information effectively and efficiently\*  -Evaluate information and its sources critically and incorporate selected information into their knowledge base and value system\*  -Use information effectively to accomplish a specific purpose\*  -Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally\*  -Identify various rhetorical features of an academic text\*  -Describe rhetorical features of an academic text\*  -Demonstrate an understanding of rhetorical appeals\*  -Organize an academic text based on audience awareness\*  -Evaluate the rhetorical choices made in various and diverse readings\*  -Compose a text that follows all rhetorical expectations for academic writing\*  - Recognize bias/subjectivity in an academic text\*  -Restate the major and supportive claims in an academic text\*  -Examine multiple positions on a topic by multiple authors\*  -Distinguish between reliable and unreliable sources\*  -Argue a topic persuasively and accurately\*  -Compose a text that incorporates deliberately chosen and trustworthy research materials\*  - Describe the writing processes in various ways\*  -Organize assignments with the steps of the writing process in mind\*  -Distinguish between higher- and lower- order concerns in the writing process\*  -Model the writing process in various formal essays\*  -Prioritize higher- and lower-order issues in the revision stage of the writing process\*  -Compose formal academic prose in a variety of genres by utilizing the writing process\*  -Choose appropriate documentation style for academic writing\*  -Recognize accepted ethical and legal standards of academic writing\*  -Employ academic writing conventions in essays of various genres\*  -Illustrate mastery of conventions of style, voice, correctness, and citation\*  -Verify the reliability of sources through multiple means\*  -Compose essays in various genres that are error-free, organized, and clear\*  -Rewrite essays based on feedback and self-reflection\*  -Demonstrate effective strategies for rewriting and revision\*  -Modify ineffective writing strategies and processes\*  -Prioritize revision choices based on both external feedback and personal choice\*  -Recognize the agency required to produce effective writing\*  -Identify ways personal choice guides writing and revision\*  -Give examples of successful writing from the course\*  Identify assumptions about an author’s creative role\*  -Weigh the relationship between the author’s and audience’s needs in writing\*  -Integrate authorial voice and agency in multiple essays and various genres\* |