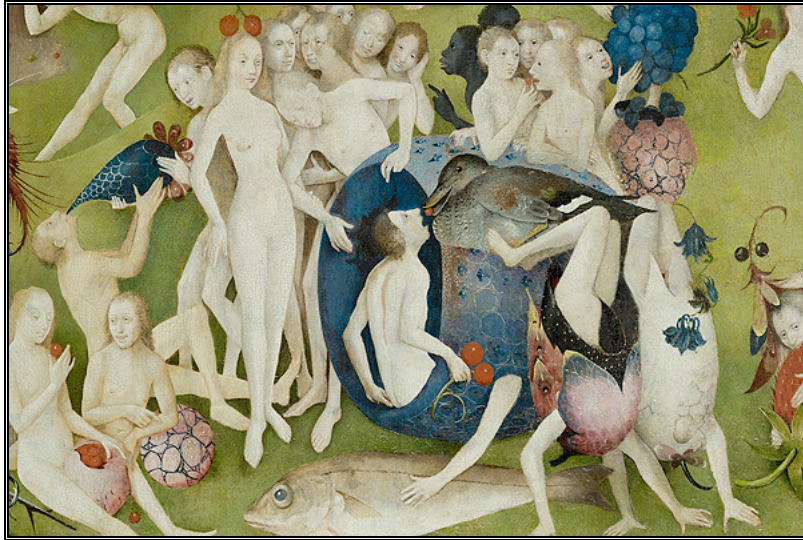


English 1020 G (CRN 1200)  
English Composition II  
Fall 2014  
Liberal Arts 210  
MW 2:10-3:25pm

Dr. Seth T. Reno  
Liberal Arts 359A (334-244-3384)  
Office Hours: MW 12:30-2, 3:30-5pm,  
and by appointment  
sreno@aum.edu



## Course Description and Objectives

English 1020 is the second of five writing courses that you will take as part of AUM's Writing Across the Curriculum program, Writing for Success. This course aims to build on the skills you learned in English 1010: critical thinking, reading, and writing. You will learn the importance of audience and forum, and you will develop your writing through focusing on invention, arrangement, argumentation, style, and revision. You will undertake several different writing projects throughout the semester, ranging from website design to an academic research paper, and through all of these projects you will explore the particular theme for this section of 1020: "Nature/Culture/Food/Animals."

In addition to the textbook, we will read, discuss, and view essays, articles, films, documentaries, television shows, and other cultural texts that deal in some way with four interrelated topics: nature, culture, food, and animals. The idea of "nature" has played a fundamental role in the development of American culture, and it holds a unique place in the American consciousness. From the vast and untamed wilderness confronted by early Puritans to the emergence of large, industrial cities to the destructive forces produced by global climate change, "nature" is often at the center of American discourse. Some questions we will consider throughout the quarter: What counts as nature? How does one represent nature? How does nature affect culture/culture affect nature? What does it mean to be natural/unnatural? How is food natural or unnatural? How does food reflect culture? What is human nature? What is an "animal"? What is the relationship between humans and non-human life forms? and Who gets to decide?

This is first and foremost a writing course, so many class sessions will be devoted to in-class writing exercises, the revision of your writing assignments, and discussion of the writing process. The course theme will provide focus and consistency throughout the semester, and the assigned readings will allow you to explore a wide variety of topics about which to write.

Course prerequisites: English Placement Conversion 4; or English Placement Test 51; or minimum grade of "C" in EH 101, EH 101H, ENGL 1017, or ENGL 1010

## Email

My main form of communication outside of class is email. You need to have a working AUM email account, and you need to check that account daily. You will be held responsible for all emails I send through the AUM or Blackboard systems with notifications of assignments, course schedule updates, and changes in classroom usage (such as a trip to the library or meeting in another location). You should stay connected to what's happening in this class or you may find yourself struggling to understand what's going on. You can also talk to me face-to-face, either by stopping in during my office hours or scheduling another time to meet with me.

When you email your professors, make sure to follow professional email etiquette. It is important that you keep your audience in mind (for example, you probably write in a much different way when you email or text a friend than when you email a professor or boss). Here are some easy guidelines to follow:

- Use your AUM email address
- Add a subject line that indicates the purpose of the correspondence
- Use the proper address as agreed upon (Dr., Prof., Mr., Mrs., etc.)
- Follow Standard English grammar and punctuation
- Use paragraphs where needed
- Sign off your email with your full name

## Learning Center

The Learning Center provides free consultations for all students. The Center advisors will assist you with any piece of writing, at any stage of the writing process. All writers need readers, and the Center can be a valuable resource as you work through a draft. **You may visit the Center in connection with any writing project for this class.**

## Accommodations

Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of its students with disabilities. Students requiring special services should notify their instructor as soon as possible. Assistance is available from the Center for Disability Services, which is located in 101 Taylor Center. They can be reached at 334-244-3631 (phone) or 334-244-3754 (TTY/TDY).

## Expectations

This is a writing-intensive course. I want to push you to do more work and more thinking and more revising—this should be a difficult class. At the same time, I will help you in your efforts. I will talk with you (in person or by email) whenever you feel it necessary. I expect a lot from you for this class, and you have the right to expect much of me. If something is not working, either for the class or for you individually, I am willing to reconsider my approach. In order for me to be flexible, though, you need to talk with me. I will respond as quickly as I can to email (usually within 24 hours).

In addition, I expect you to come to each class session prepared to participate in a thoughtful and professional manner. The classroom is a place where everyone can share ideas, thoughts, and questions without fear. Classroom interaction is based on respect for all the writers and readers in the whole class and in small groups. I will not tolerate disrespectful language or behavior. If I ask you to leave the classroom because of unacceptable or disruptive behavior, you will be counted absent for the day.

## Required Texts

\* *The Bedford Researcher* (4<sup>th</sup> Edition)

\* Essays on Blackboard—you need to print all of these essays and create a course pack during week one

## Assignments and Weight Distribution

Active Participation	10%
Analytical Summary (2-3 pages)	10%
Comparative Analysis (3-4 pages)	15%
Research Proposal (3-4 pages)	15%
Research Paper (6-8 pages)	25%
Website Project	25%

## Requirements

**Active Participation:** Active participation includes in-class discussion, in-class activities, reading responses, and pop quizzes. Your participation in class discussions and activities is integral for a successful course. I expect everyone to come to class each day prepared to engage in an intense and active discussion of the assigned readings. **To receive credit for participation, you must bring the readings to class.**

**Writing Conferences:** There is a minimum of **two** required writing conferences for this course. These conversations are scheduled because talking with readers is an important part of the writing process; we as writers need to know how an audience responds to our words. You should consider these meetings as important (if not more so) than a class meeting. Missing a writing conference is the same as a class absence, and any missed conference must be made up. **You must sign up for a conference with me during week thirteen to discuss your research proposal and project.** You can schedule the second required conference at any point during the semester to discuss any writing assignment. And you can, of course, schedule more than two conferences (in fact, I encourage you to do so).

**Rough Drafts:** For the four major writing assignments, you will submit a rough draft in class on the indicated due date. The rough draft is required for the assignment, but it is not graded. Revision is a central aspect of this course, and rough drafts will play an important role in your development as a writer. I will provide feedback and suggestions on these drafts, which I expect you to take into consideration as you revise the assignments for final submission.

**Final Drafts:** Final drafts must be submitted in class on the indicated due dates. **The final draft must be submitted along with the rough draft at the beginning of class.** The only exception here is the final research paper, which will be submitted electronically on Blackboard. I will not accept late assignments.

**Analytical Summary:** For this first major essay, you will craft an analytical summary of one of the assigned readings. You will need to summarize the reading, being careful to provide a full, clear, objective overview of the author's argument. See the prompt at the back of the syllabus for details.

**Comparative Analysis:** For this second major essay, you will compare and/or contrast two assigned readings. In addition to summarizing each reading, you will need to discuss how the authors' arguments relate to one another. See the prompt at the back of the syllabus for details.

**Research Proposal:** For the research proposal, you will conduct your own research on a topic related to the course theme in preparation for the final research paper. You will need to use the AUM library and its research databases to find, locate, and read a variety of texts. The proposal consists of three parts. In the first part, you will outline the idea for your research paper in one detailed paragraph. In the second part, you will list three research questions you want to pursue along with tentative answers. In the third part, you will create an annotated bibliography of at least three secondary sources along with an analytical summary of each source. The proposal will lead directly to your research paper. See the prompt at the back of the syllabus for details.

**Research Paper:** Your final paper will combine the skills you've learned throughout the term in order to craft a research paper in which you analyze a topic and set of sources. You will assert your own argument into the ongoing conversation about your topic. See the prompt at the back of the syllabus for details.

**Website Project:** For this assignment, you will create and maintain a website throughout the semester that will be linked to our class website at [english1020nature.weebly.com](http://english1020nature.weebly.com). You are free to customize your website in any way you see fit—be as creative as you'd like. The website will have five specific assignments/pages, each worth 5% of your grade. I'll take some time during the first week of class to demonstrate how to set up the website. See the prompts at the back of the syllabus for details on each assignment.

**Electronic Devices:** I do not permit the use of electronic devices during class. This includes laptops, cell phones, iPads, Kindles, and any other versions of these kinds of devices. I want us all to be focused solely on discussion, writing, and the assigned texts for the entirety of the class session (which, after all, is only one hour and fifteen minutes). **If you use any electronic devices during class, I will lower your participation grade by one letter.** I will not call you out during class unless you're being disruptive—so you should plan to put away your devices completely before entering the classroom. Please talk to me if you need special accommodations requiring an electronic device.

There will, however, be several class sessions where the use of a laptop will be permitted—mostly on workshop days. I will notify you in advance when electronic devices will be permitted for in-class use. During these sessions, you can only use your device for the class assignment. If you decide to check your email, change your Facebook status, watch a YouTube video, or anything else along these lines, I will lower your participation grade by one letter.

**Attendance** is required. You are expected to attend all classes. This is a workshop-based class in which writers learn by doing. Illness, however, cannot be planned, so you are allowed the equivalent of one week's absences from class (two class sessions). **If you miss more than two class sessions, you will automatically fail the course.** After your second absence, I will send you a notification that you cannot miss any additional classes. After the third absence of class, you will be assigned an "FA" ("Failure due to Absence") in lieu of a course grade. There is no room for negotiation on this issue. In a writing workshop, attendance matters.

I will assess a **half-absence** if: (1) you are more than ten minutes late to class; (2) you leave class early; (3) you spend any time in class doing other work; or (4) you fall asleep at any point during class. Please notify me in advance of a situation that prevents you from arriving on time or staying for the entire class. You should inform all of your instructors immediately when you know you will be late or have to depart early.

The only excused absences are those recognized by the university: official university events with excuses provided in advance by the head of the university unit involved; illness/medical emergency or medical emergency for a member of student's immediate family; death of a member of student's immediate family; military orders (notification should occur prior to the absence); jury duty or court subpoena (notification should occur prior to the absence); religious holiday (notification should occur prior to the absence); and weather emergencies or perilous driving conditions (with notification if feasible). These absences will require official university notification that students should provide instructors.

Please note that a non-emergency illness is not an excused absence: that's what the two "freebie" absences are intended to cover. If you have a bad cold, a 24-hour bug, a sore throat, etc., by all means stay at home to rest (and to prevent spreading your illness), but remember that this is not an excused absence. An excused absence would be a serious illness such as bronchitis or the flu, a surgery, or anything requiring hospitalization.

If I need to miss class for illness or an emergency, I will: send you an email and/or post the assignments on Blackboard, with appropriate assignments that will count in lieu of a class meeting; send the assignments to the English Department administrative associate (as back up); alert the Director of Composition that I will need to be away from class; and arrange to have a sign posted to the classroom door alerting anyone to the situation. Classes may have substitute instructors or proctors for exams.

**Tardiness:** You are expected to be in class on time. Things come up, however, so you get two “freebie” late arrivals (less than ten minutes late). **For every session you arrive late after two tardies, you will be assessed a half-absence.**

**Make-up Policy:** I only allow make-ups for excused absences. In those cases, we will meet to schedule alternate dates/times to submit missed work, discuss readings, and/or take exams/quizzes. I will schedule make-ups on a case-by-case basis.

**Plagiarism** is the unauthorized use of the words or ideas of another person. All writing submitted for this class must be your own writing and must be written exclusively for this class. Any use of quotations, paraphrases, or ideas from outside sources, including Internet sources, must be properly documented (in this case an “outside source” means anything other than your own unique creation). You may not recycle or reuse writing that you wrote for another class, including any other English course at AUM or another university—you also may not use any work from a composition class previously taken but not passed. While re-using your own text is not improperly using outside sources, it is academic dishonesty because it does not require new work specifically for this class, and it is subject to the penalties described below.

**In cases where plagiarism or other academic dishonesty is clearly established, you will automatically fail the course, regardless of the value of the assignment.** You will also be reported to the AUM Committee on Discipline, which may choose to impose additional sanctions. An “F” for plagiarism in a course will be clearly noted on your transcripts. Should students ever need to share their transcripts, to be eligible for employment or for an application to graduate school, there will be no question that they failed because they cheated. If you are confused or uncertain in any way as to whether your paper constitutes plagiarism, come talk to me before submitting your writing. Once you have submitted an assignment, there’s nothing I can do. If you have any questions about the policies or procedures regarding academic honesty, please ask the course instructor, the Director of Composition, or refer to the Student Code of Conduct.

A note here: I have at least one student fail a class each semester due to plagiarism. Please don’t be this student. If you are struggling to complete an assignment, come talk to me. If you are using outside sources and you’re not sure if you’re citing correctly, come talk to me. If there’s any doubt in your mind at all regarding using outside sources, come talk to me.

## Grading

You will need to complete all assignments in order to receive credit for the course. For the major assignments, we will use the prompts at the end of this syllabus and the rubric in the *AUM English Composition Guide* (and we will talk more about it throughout the term). For any assignment, though, and for the course overall, I do want to stress that I consider **A-work** as exceptional. Such work goes above and beyond the requirements; it shows not only an effort to wrestle with ideas and with syntax but also a successful outcome. **B-work** is good, quality work. Such work pushes beyond the general requirements and shows thoughtfulness and time spent on the ideas and on the writing. **C-work** satisfies the requirements of an assignment. It is work that meets all the criteria (it would be a coherent, organized paper), yet it does not step beyond those original goals. **C** is an average grade; most work generally falls near this category. **D** and **F** work is work not completed or work that fails to achieve the goals of the assignment.

You may talk with me at any point in the semester about your standing in class. If something is keeping you from completing work or attending class, let me know immediately. I can work with you if I am aware of a situation, but I cannot offer a retroactive solution at the end of the semester.

I reserve the right to make changes to this syllabus throughout the quarter if necessary.

# Daily Schedule

BR = *The Bedford Researcher*

## *Week One*

### **M 8/18 – Introduction to the Course**

Introduction to the course, texts, assignments, and syllabus

## *Unit One: Nature and Culture*

### **W 8/20 – Writing Nature, Writing Self**

Henry David Thoreau, *Walden, or Life in the Woods*

## *Week Two*

### **M 8/25 – Conceptualizing Nature**

Kate Soper, “The Discourses of Nature”

BR: Chapter 4, “Reading Critically” (61-81)

### **W 8/27 – Conceptualizing Nature II**

Continue discussion of Soper

BR: Chapter 18, “Understanding Design Principles” (285-296), and Chapter 19d, “How can I design Web sites?” (307-311)

## *Week Three*

### **M 9/1 – No Class, Labor Day**

### **W 9/3 – Nature and Ethics**

#### **INTRODUCTORY POST DUE**

Aldo Leopold, “The Land Ethic”

BR: Chapter 14b, “How can I draft effective paragraphs?” (233-236), and Chapter 16, “Writing with Style” (263-273)

## *Week Four*

### **M 9/8 – Peer Review**

#### **ANALYTICAL SUMMARY DRAFT DUE**

In-class peer review (bring two copies of your draft)

BR: Chapter 17, “Revising and Editing” (274-284)

### **W 9/10 – Environmentalism**

Al Gore, “Environmentalism of the Spirit”

### *Week Five*

#### **M 9/15 – *An Inconvenient Truth***

Film viewing: *An Inconvenient Truth*

#### **W 9/17 – *An Inconvenient Truth***

#### **ANALYTICAL SUMMARY FINAL DUE**

Laura Johnson, “(Environmental) Rhetorics of Tempered Apocalypticism in *An Inconvenient Truth*”

Discussion of *An Inconvenient Truth*

## *Unit Two: Food and Culture*

### *Week Six*

#### **M 9/22 – Food is Culture**

Anthony Bourdain, “Food is Good”

Massimo Montanari, *Food Is Culture*

BR: Chapter 11, “Developing Your Thesis Statement” (203-209), and Chapter 12, “Developing Your Argument” (210-217)

#### **W 9/24 – Fast Food**

Eric Schlosser, *Fast Food Nation*

Rachel Laudan, “A Plea for Culinary Modernism: Why We Should Love New, Fast, Processed Food”

BR: Chapter 13, “Organizing” (218-229), and Chapter 14, “Drafting” (230-245)

### *Week Seven*

#### **M 9/29 – Writing Workshop**

In-class workshop on comparative analysis paper

BR: Chapter 15, “Using Sources Effectively” (246-262), and Chapter 21, “Using MLA Style” (331-361)

#### **W 10/1 – Peer Review**

#### **COMPARATIVE ANALYSIS DRAFT DUE**

In-class peer review (bring two copies of your draft)

### *Week Eight*

#### **M 10/6 – *Food, Inc.***

Film viewing: *Food, Inc.*

#### **W 10/8 – Food Day**

#### **FOOD PAGE DUE**

Discussion of *Food, Inc.*

In-class food tasting and discussion

## *Unit Three: Humans and Animals*

### *Week Nine*

#### **M 10/13 – Humans and Animals**

Erica Fudge, *Animal*

#### **W 10/15 – Humans and Animals II**

#### **COMPARATIVE ANALYSIS FINAL DUE**

Stephen Colbert, “Animals”

BR: Chapter 1, “Getting Started” (3-22)

***Week Ten***

**M 10/20 – Zoos**

John Berger, “Why Look at Animals?”

BR: Chapter 2, “Exploring and Focusing” (23-39)

**W 10/22 – Zoos II**

**ANIMAL ANALYSIS PAGE DUE**

Continue discussion of Berger

BR: Chapter 3, “Developing Your Research Question and Proposal” (40-58)

**F 10/24 and/or S 10/25 – Trip to the Montgomery Zoo and/or Blount Cultural Park (details TBD)**

***Unit Four: Research Project***

***Week Eleven***

**M 10/27 – Introduction to Research**

BR: Chapters 5-9 (82-180)

**W 10/29 – Library/Research Day (we will meet in the library: details TBD)**

***Week Twelve***

**M 11/3 – Library/Research Day (we will meet in the library: details TBD)**

**W 11/5 – No Class, Individual Meetings (Bring Proposal Draft)**

***Week Thirteen***

**M 11/10 – No Class, Individual Meetings (Bring Proposal Draft)**

**W 11/12 – Moving from Proposal to Paper**

**RESEARCH PROPOSAL DUE**

In-class writing workshop

***Week Fourteen***

**M 11/17 – Writing Workshop**

**NATURE PAGE DUE**

In-class writing workshop

**W 11/19 – Writing Workshop**

In-class writing workshop

**NOVEMBER 24-28: THANKSGIVING BREAK**

***Week Fifteen***

**M 12/1 – Peer Review**

**RESEARCH PAPER DRAFT DUE**

In-class peer review (bring two copies of your draft)

**W 12/3 – Presentations**

**RESEARCH PAGE DUE**



In-class presentations of research projects

### *Week Sixteen*

#### **M 12/8 – Conclusion to the Course**

In-class presentations of research projects

Awards for best websites

### *Finals Week*

#### **W 12/17 – RESEARCH PAPER FINAL DUE ON BLACKBOARD BY 5PM**

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## **The Website Project Prompt**

The website project is an ongoing assignment that you will work on throughout the semester. You will create and maintain a website linked to our course website at [english1020nature.weebly.com](http://english1020nature.weebly.com). You can and should customize your site to reflect your ideas, interests, and style. There are five assignments you will complete by creating pages on your website (each worth 5% of the grade). One major goal of the site is to allow you to work on writing for a public audience, as opposed to the academic audience of your other major papers. I've already created a sample website with my versions of each of the assignments so that you can get a sense of what you can do. You can also look at previous students' websites. We'll discuss the details of each page during the semester. Each page should contain approximately **300-500 words** of your own writing and some **images and/or design elements**. The following are general prompts for each page.

### **(1) Introductory Post**

For this page you will introduce yourself to the class by revising and re-framing the essay we'll write in class during week one. In addition to anything you'd like us to know, I want you to write about your ideas, experiences, and feelings about nature. I don't want you to cut-and-paste your essay into the website but rather to use that essay as a springboard for this first post.

### **(2) Food Page**

You have two options for this page. Option #1 is a restaurant review. For this option I want you to write a professional restaurant review modeled after a review you might read on a professional blog or magazine. These kinds of reviews tend to focus more on the experience of eating at the restaurant rather than on critiquing the food in an elitist manner. Option #2 is a recipe history. For this option, I want to select a family recipe or a favorite recipe and trace its history: Where and why did the recipe originate? How did it take its current form? How is the dish served? At the end of your essay, write out the recipe (and, if you're a cook, I encourage you to bring the dish on our food day).

### **(3) Animal Analysis**

For this page you will select one animal and perform some research: where does it live? what does it eat? what are its unique characteristics? what's cool about it? and, importantly, how it is used, represented, and thought about in our culture? I want you to think of this page as a kind of cultural case study of an animal.

### **(4) Nature Page**

This page will be based on a class trip to the Montgomery Zoo or the Blount Cultural Park. This page can take the form of a traditional essay; a creative work (fiction, non-fiction, or poetry); a digital media project (i.e., collection of photographs, documentary, website, or PowerPoint); or anything else you'd like to do. This is your chance to do some creative nature writing of your own, if you so choose.

## (5) Research Page

The goal of this final page is to consider how you can present your research project to a public audience. You will use this page for a 3-5 minute research presentation during week fifteen. This is the challenge: how can you present your eight-page research paper to the rest of the class in only five minutes? No one else knows the specifics of your research, so you'll need to present your project in a clear and accessible manner.

You have two general options for the research page/presentation. Option #1 is to write a 300-500 word essay and read that essay verbatim (it takes about five minutes to read 500 words). This is the more formal approach. Option #2 is a bit more informal: you can design your page with images, charts, statistics, key words, a PowerPoint, or anything else, and you can use these elements to discuss your project (that is, without reading an essay verbatim). For either option, you will need to practice your presentation in advance to make sure you don't go over the five-minute time limit.

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## Major Writing Assignment Prompts

There are four major writing assignments that build on each other intellectually and conceptually: an analytical summary, a comparative analysis, a research proposal, and a research paper. All papers must follow MLA formatting; they must be double-spaced using 12-point Times New Roman font (or equivalent); and you must meet the minimum page length requirement (e.g., if the requirement is 2-3 pages, that means two *full* pages, so you're probably spilling over onto the third page). **I will not accept papers that do not meet these requirements.**

The following assignment prompts are specific to this section of English 1020, but they are based on the standard learning outcomes for all sections of English 1020.

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### Analytical Summary (2-3 pages)

In the analytical summary, you will write about **one** of the following readings: Kate Soper's "The Discourses of Nature" or Aldo Leopold's "The Land Ethic." For this assignment, you will need to quote, summarize, paraphrase, and analyze the author's argument. You'll need to state not only *what* the author says, but *how* she or he says it, and *why* it's important. You should demonstrate the ability to understand the author's argument in a sophisticated manner. Your paper should present a clear analytical summary of the source as well as demonstrate your command of Standard English. This is the first major writing assignment, so what I'm looking for is your ability to write about a reading in a clear, concise, and coherent manner. You'll use these skills in every subsequent assignment.

A strong analytical summary:

- Explains how the main ideas fit together and the implicit point of view of the reading
- Analyzes how the author communicates main ideas
- Evaluates the success of those attempts
- Avoids judgment
- Explains the significance of the author's main ideas
- Has coherence: progresses logically and smoothly with 1) appropriate transitions indicating connections between ideas, and 2) attributive tags (author claims/argues/states)
- Makes appropriate use of sentence structure, word choice, grammar, spelling, and punctuation that enables rather than hinders clear and effective communication.

### Comparative Analysis (3-4 pages)

In the comparative analysis, you will write about **two assigned readings**. You can use the same reading you used for the analytical summary, but all of the writing must be **totally new**. Like the analytical summary, you will need to quote, summarize, paraphrase, and analyze the arguments of each reading you select, but you must move beyond summary in the comparative analysis to **develop a thesis statement that articulates your own argument**. You should demonstrate your ability not only to understand the authors' arguments in a sophisticated manner but also to form your own idea about those readings and the topic at hand. Your paper should present a clear analytical thesis statement as well as demonstrate your command of Standard English.

A strong comparative analysis:

- Analyzes two readings using the skills learned in class and in the textbooks
  - Moves from summary to analysis
  - Introduces and defines the topic
  - Develops a specific analytical thesis
  - Supports claims and reflections through analysis and examples
  - Demonstrates composing and revision skills
  - Demonstrates clarity of structure and coherence of thought
  - Blends correct paraphrases and quotations with writer's own prose
  - Has coherence: progresses logically and smoothly with 1) appropriate transitions indicating connections between ideas, and 2) attributive tags (author claims/argues/states)
  - Concludes by reconsidering introductory question and leaves reader with something to consider
  - Makes appropriate use of sentence structure, word choice, grammar, spelling, and punctuation that enables rather than hinders clear and effective communication
  - Uses correctly formatted MLA in-text citations
  - Shows significant revision from first to final draft
- 

## The Research Project

Your final research project is composed of two separate but related assignments: a research proposal and a research paper. You should think of both assignments as the same project but with different goals and requirements, described below. The research project is worth 40% of your final grade; this is why we're spending the entire second half of the semester working on it.

### The Research Proposal (3-4 pages)

In the research proposal, you will provide an outline of the idea and argument that you will develop in your research paper. You may change aspects of your project between writing the proposal and the paper, but your idea and topic should remain the same. We will meet individually during weeks twelve and thirteen to discuss your proposal, at which time I can provide suggestions and advice for developing your project. You are free to develop a research project in whatever area interests you most: nature and the environment; food and culture; or animal studies. These areas are fairly broad, so I encourage you to select a topic that you're *really* interested in—you'll be working on this project for eight weeks.

The research proposal consists of three parts:

In the first part, you will write **one detailed paragraph** in which you outline your research idea. This paragraph should outline the parameters of your project; state why you are interested in the project; and explain why it is of scholarly and/or cultural interest.

In the second part, you will list **three research questions** you want to pursue, along with tentative answers of 2-3 sentences. The research questions should help you develop your argument and provide a focus to your research.

In the third part, you will create an **annotated bibliography**. The bibliography is a list of your primary and secondary sources in MLA format. The secondary sources you choose will help in some way to analyze and understand your topic and/or primary sources. While there is no requirement for the number of primary sources for the bibliography, **you must list at least eight secondary sources, and three of those must have annotations**. Appropriate secondary sources are scholarly, peer-reviewed books, book chapters, articles, and essays. You can use assigned readings for your project, but these will not count toward your eight required sources for the assignment. You will learn how to use AUM's library resources and databases to find appropriate secondary sources, and we will spend at least two class sessions in the library. In order to find eight quality secondary sources, you will need to read and sort through at least 15-20 sources, so the research process will be a focal point for this assignment. Once you select the eight most useful sources for your project, you will write an **annotation** for three of those sources. The annotation consists of **one detailed paragraph** that provides an **analytical summary** of the source. The paragraph should be at least ½ page double-spaced.

### **The Analytical Research Paper (6-8 pages)**

Your research proposal will lead directly to your research paper, in which you will develop an analytical argument regarding a specific topic and a variety of sources. The research paper is a complex and sophisticated analytical paper that requires you to find and use appropriate secondary sources. It is important to keep in mind that a research paper differs from your previous papers in that you are entering into conversation with other scholars in the field. Writing is first and foremost a method of communication. You should envision your paper as contributing to and developing our existing knowledge of your selected topic. In order to understand what others have said and are saying about your topic, you will need to incorporate the research and secondary sources from your proposal. You may even find it will be helpful to incorporate more than your three selected sources. Reading and understanding existing scholarship will help to inspire you to write; to refine and clarify your idea(s) in relation to other ideas; to agree/disagree with existing arguments; to develop/extend existing arguments; and to grant broader significance to your project.

**In essence, you will use all of the critical writing skills you've developed throughout the semester in your research paper.** Your research paper should include a crafted introduction and conclusion; a clear thesis statement that develops throughout the paper; analytical claims supported with textual evidence; and proper citations.

*A crafted introduction and conclusion:*

- \* A strong introduction identifies the text(s) you will analyze; defines the topic of your essay; states why your argument matters; provides appropriate background/context; and contains a thesis statement that you will develop, expand, and/or explore in the paper. A strong conclusion makes a judgment about your original question/topic (but does not restate your thesis statement); makes a point that ties everything together; and gives the reader a "send-off."

*A clear thesis statement that develops throughout the paper:*

- \* A thesis statement is a crystallized and concise sentence or set of sentences that assert/s your argument (the overall argument is the thesis); thesis development relies on effective and logical organization and close reading/s of your selected text/s.

*Analytical claims supported with textual evidence:*

- \* Analytical claims are interpretations or ideas regarding texts (as opposed to opinions that offer no evidence); textual evidence is the documentation, paraphrase, or analysis of the text(s) linked to specific claims. Basically, this means close reading in which you link your ideas and statements about the text/s to specific words, phrases, lines, images, paragraphs in the text/s.

*Proper citations*

- \* You should follow MLA citation style for humanities-based projects and APA style for science-based projects. We can discuss the appropriate citation style when you begin your project.