

# UNIT 1 - What Influences My Writing?

---

## Blog Posts

The blog posts that we will write throughout the unit are meant to be generative: I am more concerned with your ideas than how it is communicated (language and grammar are not factored in), but there has to be clarity. Think of your blog posts as drawing connections across readings, classroom discussions, and writing activities. The point is to become more aware of your own thinking in addition to the effect writing has on this thinking.

Blog posts should be roughly 500 words and should draw in the images, videos, and other links that you think will help your reader (your classmates) to understand the ideas you are presenting. I will provide a series of questions to help you draw some connections, but you do not have to answer each question if you would rather take a deep, 500 word dive into one or two. **Since you will be responding to each other's blog posts when they are assigned, your 500 word initial post is due Saturday by midnight, and your 200 word response to your assigned classmate is due Monday by midnight.**

### Blog Post 1 - The Crunk Feminists and Hip Hop Pedagogies

- What impact does systemic issues (socioeconomic or sociocultural) have on a medium/genre? Would hip hop have surfaced without marginalized communities facing systemic oppression? Can you love hip hop but deny that systemic racism exists? Why or Why not?
- How is information communicated in hip hop sampling? How do other mediums (movies, books, etc) communicate knowledge? Describe some advantages to any approach.
- What is feminism? How is Hip Hop Feminism as the Crunk Feminists describe it different?
- What is the difference between choosing invisibility and being made invisible that Tanner describes in "Antoine Dodson's Sister"?

- What are some of the complications in gender relations that comes with black solidarity Cooper works through in her “On Black Men Showing Up for Black Women at the Scene of the Crime?”
- How do we feel about Tanner’s suggestion in “Trayvon Martin and Prison Abolition” that we not have prisons? How would this work? What does Tanner mean when she says Zimmerman is a product of a larger culture?
- What do we make of the commentators’ bias in Cooper’s “Olympics Oppressions?”? What is the relationship between the commentators’ intent and the how it is uptaken by Cooper? What impact does the commentators’ blindspot have on perceptions of the sport (i.e. whether it is a sport for white athletes or athletes of color) ?

### Blog Post 2 - Hegemony and Ethos

- How would you define hegemony? What does the “ideal” member of the dominant group look like?
- What is a sonic narrative and how does it differ from a lyrical narrative? How does a hip hop artist gain credibility (ethos) with their target audience? What are Kendrick Lamar’s influences and how does he incorporate them into his music? How do composers establish credibility in other mediums (articles, TV shows, books, films, etc.)?
- How is/isn’t Dear White People Hip Hop? How does the show “sample” and is what they are sampling enough to make them credible to their target audience? How realistic is Dear White People compared to your college experience? Which character do you identify most with and why?
- What role does language have in establishing credibility (ethos)? What are the venues you would not use Standard English? What impact would using Standard English in these contexts have? What does it communicate to use non-standard English in the classroom? Where do these beliefs come from?

### Blog Post 3 - Audience, Language, and Genre

- What are the similarities/differences between how a scholar “cites” in an article and how a rapper “samples” in a song?
- How does Malcolm X vary the different versions of his speech? How is each form of his speech tailored to each audience? Why would each audience look for the things in his speech that they do? How does Malcolm X’s alteration to his speech

push at genre conventions? How might these alterations bush at the borders of the genre?

- What is different about learning the history of hip hop as timeline and learning about it as a comic book? Which form has more credibility and what does it do to establish this credibility? Which form is more efficient at delivering its information? What does it “Give up” in order to be more efficient?
  - What are the different objects that have influenced your own literacy, thinking, and writing? What has made them more impactful than other moments? What are the connections you are seeing from your earlier influences and your later influences? What practices did you not remember or think of initially and what helped you discover them (one memory leading to another? Speaking with someone from your past? etc.)?
- 

## **Writing Assignments**

### Network Mapped Song Slide

For any composer, the referencing of knowledge is an important means to establish credibility with a specific community (ethos). Different communities have different bodies of knowledge they draw from and different expectations for how this knowledge is utilized. In academia, scholars are expected reference peer reviewed knowledge and to cite these sources according to specific standards (i.e. MLA), however this is far from the only form of knowledge we encounter daily. As Petchauer explains of the knowledge in the hip hop community, “Non-canonical knowledge can exist in many different forms within hip-hop. It can be a general counter-narrative that is consistently told in music, but it can also be very specific historical information and references to knowledge sources that seldom exist in a Western school curriculum” (80). The very act of constructing hip hop music is a layering of sonic references and lyrical content that reflect the shared knowledge of the hip hop community, a practice that demonstrates their legitimacy to their intended audience. The purpose of this assignment is to delve into what Treva Lindsey referred to as the “sonic narrative” (the specific music samples in song) and the “lyrical narrative” (the content of the lyrics themselves) of a song. For this assignment, use Who Sampled? to explore a song of your choosing. You will create a google slide

which provides the following information on the “sonic narrative” and also the “lyrical narrative”:

- 1 sample used in your chosen song
- 1 song that samples your chosen song (if applicable)
- References (authors, thinkers, events, movies, etc). included in the lyrics

You will then write a one page analysis paper delving into the significance one of these aspects of your chosen song.

- For instance, if your composer samples an artist, what can we find out about that artist? What about that artist's history makes sampling of their music in the sonic narrative important? What does your composer gain by engaging with this other artist? Does that artist have a level of authority within the black and/or hip hop community? Does their song delve into similar themes? Are they an artist that was important for influential music on your chosen artist (i.e. they are an important figure in jazz or funk music which inspires the composer of your chosen song)?
- If your chosen song's composer references a current/important event or figure, what does this add to the meaning of their song? What is the context of these events/figures? What happened and why is it important that we know about these things at the time your chosen song was written? How does this knowledge speak to your chosen song's composer's lived experience at the time that they wrote the song? Does it change the way we receive it? Does it “unlock” information or meaning we may have missed the first time?

### Standouts and Inquiries

An important part of class is preparing for and being active in class conversations; this assignment is meant to help you do just that. As you read and interact with the course content you should be taking notes, annotating readings, and generating questions. Look through this thinking you have already completed and pick out a standout quote from one of them that you think encapsulates a major idea that is connected to several pieces of content from the course. With this major idea in mind, think of a question to pose to the class that could get them to think about these same connections (a question that connects these texts together). Your chosen ‘standout’ should help guide this ‘inquiry.’ While the end result of this assignment does not require a lot of writing, it does require a lot of

thinking - it will take longer than you assume to come up with a good question and a good standout quote that supports it.

---

## **Unit Project**

### Composer's Influence Map

As we have explored this unit, our composing is influenced by different literacy practices, audiences, knowledgebases, and sociocultural forces. Looking at Hip Hop specifically, we have come to understand the hegemonic (cultural) and systemic circumstances that hip hop genres work to resist. An important part of hip hop culture is knowledge circulation, and, as we have seen with rap music, building from community knowledge is an important way to build credibility with that community. The purpose of this unit project is to “own your influences,” to think of the assortment of “texts” (books, movies, songs) and figures (parents, community leaders, friends, teachers, etc.) that have influenced your composing in ways that normally go unseen. Your assignment is to create a map of these influences that accomplishes the following:

- Contains 10 objects (images, videos, audio, etc) that represent your composing influences.
- Includes 3-5 sentences of text for each object explains the significance of the object as an influence for you in clear, concise language appropriate to your target audience.
- Is presented in a form (map, Powerpoint, etc) that visually represents the connections between your objects.
- Includes a Director's Commentary analysis paper of your own composing.

### Guidelines for Influence Map:

- Demonstrates a deliberate arrangement of objects and reflects those choices in the Director's Commentary analysis paper.
- The object's 3-5 sentences of text describe the object and contextualize it. Clearly gets at the “so what” reasons you chose the object.

The project is due on your expressions blog by Sunday, September 24th at 11:59pm (submit a link to your blog post on Blackboard).

## Director's Commentary

The Director's Commentary assignments are meant provide more insight into your thinking and experience putting your unit project together. Your 500+ word commentary should touch on the following:

- What does it reveal to see your influences in print? What is different about “remembering” influential moments in this way? What connections do you see between your different influences that you may have not seen before (discuss five connections)? Is there specific content this unit that resonates with you?
- How did you go about choosing objects (images, videos, etc) to represent your influences? What does the medium you chose (graphical map, google slides, etc) lend to how your present this information (i.e. where you position objects on your map, what order you put your slides in). How did you choose your text to situate your objects? How did you determine what was relevant to include and what was unnecessary (what content did you leave out and what made you decide to do so)?
- Who was your audience? How did this influence your language choices and how you situated your objects? Is there a specific community you think you have credibility (ethos) with?

## Guidelines for Director's Commentary Analysis Paper:

- Analysis moves beyond stating what you did and more so explains what you want to communicate and how your composing decisions have contributed to this message.
- Discusses the connections you can make across your chosen objects and why these connections are important/useful for your understanding of your influences in addition to how you will use this knowledge in your future thinking and composing practices.
- Explanation for how your chosen objects represent their particular influences and how you used your 3-5 sentences of text to communicate these ideas to your audience.
- Language can be informal but it should be clear; composition has formatting that is considerate of your reader (i.e., paragraph style).

# UNIT 2 - How Do I Write?

---

## Audio Logs

While I will not be grading your audio logs content (you will get credit for submitting something), I ask that you submit one each week in order to keep pace with your project and also to give you something to build from for your Unit 2 Projects Director's Commentary Audio Log. You will have three weekly audio logs to complete, and they are meant to be a memory aid for your Director's Commentary. Trying to remember 4 weeks of work is very hard to do: the more you include in these audio logs, the more you can draw from for your Director's Commentary and the easier it will be to complete part of the project (You might even include snippets from these logs in your director's commentary to provide context). \*\*\*NOTE: You can record these right on your phone or computer\*\*\*

---

The process audio log is meant to be a journal where you discuss the project you are working on - what you are reading/interacting with in relation to your project, the ways your project intersects with work you are doing in other classes and vice versa, the time you are spending working on different parts of the project (thinking about it, talking about it, learning new technology, drafting, etc). While your log can be as long or short as you want, 5-10 minutes may be a useful target.

What should I talk about specifically?

1. Keep track of any work you have done since your last entry. If you have not done any work on your project, say so (no judgment here). Important note, by "work," I mean not only drafts/iterations of your project but also notes your right yourself about what you need to do, email exchanges with me or other classmates about the project, ideas you jot down or even text yourself, whatever contributes to your project in any way). I am interested in the "stories" and "scenes" of your composing: what you worked on, how long, when and where.
2. Keep track of how what you are reading (for this class, for other classes, for things not related to class) relate to your composing. I am interested in how your situate

and approach readings. I am particularly interested in hearing about instances where reading/interacting with something triggers thoughts about your composing even if that reading is not "Academic" (for instance, reading a newspaper/novel for pleasure/surfing the web triggering an idea).

3. Keep track of the discussions you have with professors, other students, friends, family, co-workers, or whoever that relate to your composing. These discussion may be anything from a paper conference with me or another professor to a casual conversation on a bus. You can also include lectures you attend or discussions from this or other classes.

Something to keep in mind while doing this log is that recording audio is a different experience than print-based journaling. You might even talk about that experience in your entries.

---

## **Writing Assignments**

### Genre Analysis Matrix

As we learned in class, Genres have constraints that are useful ‘knowledge containers.’ They helps us to approach situations with some familiarity. However, in influencing how you address a rhetorical situation and what you include, it limits how much we might consider other ways of approaching rhetorical situations. Essentially, while helpful for getting a start, genres can also box you in. Using the Genre Analysis Matrix Google Form, perform a genre analysis of a genre you are thinking of using for you unit 2 remediation project.

### Group Article Teach-In

You will be assigned an article as a group of (5). I have (painstakingly) converted these articles into google docs that you can comment on, modify, add links/images to, etc. Read through your article using the our Rhetorical Analysis tools. Next class, as a group you will compare notes and discuss your reading of the same article. Then, as a group you will create a handout version of your article (1 page) that makes it “digestible” to your other classmates (you will “teach” your articles in small groups next Thursday).



## Remediation Ideas

In preparation for our paper conferences next week, think of three possible remediation project ideas to discuss. Perform a genre analysis check-list of each one and come to your paper conference with a brief synopsis of the project to work through. You should leave the paper conference with a solid plan for your project.

---

## Unit Project

### Composition Re-genre-ation

As we have explored this unit, genres can influence our composing in some pretty profound ways (good and bad). Returning to your influence map, pick one of your influences to expand and remediate it into a new genre. While I don't expect you to create a whole new genre, I do expect you to push at the boundaries of what you think you know. For instance, if you choose to write a paper, mess with language-use and linearity. The purpose of the project is to learn more about your composing process as you work on your project and the assumptions you bring to your chosen genre and to learn more about your topic/influence by remediating it.

Your assignment is to expand one influence from your unit 1 project into a new project of a different genre. Your project will:

- Expands an idea(s) from your first unit project.
- Includes an identifiable purpose (what you want to communicate) and audience (who you communicating with) and chooses a genre that caters to those two constraints. Answers the “so what” question your audience will have.
- Demonstrates composing decisions meant to engage chosen audience. Project utilizes the affordances (and constraints) of your chosen genre's medium/form (images, video, color, language) to engage your identified audience.

The project is due on your expressions blog by Sunday, November 5th at 11:59pm (submit a link to your blog post on blackboard).

### Director's Commentary - Audio Log

The Director's Commentary assignments are meant provide more insight to your thinking and experience putting your unit project together. Listen back through the previous four

audio logs your recorded while working on your project. Then create a 10-15 minute audio log that touches addresses:

- Your experience working on the project: what you spent your time on (what you did); what resources you used; constraints/obstacles (and how you overcame them);
- Your audience and ideas for your project: How the ideas are connected; what you would do if you had more time (where the project could/would go from here); what you expect your audience to know coming into the project (vocabulary, examples, etc.).
- Your composing process which includes your editing/revising as a part of that process: what changes you made across drafts; what was “painful” to edit out; what you emphasized in your project as you revised; etc.

# UNIT 3 - What Can Writing Do?

---

## Blog Posts

As with the first unit, these blog posts are meant to be generative, they are meant to help you build towards your unit project. As with before, I am more concerned with your ideas than how they are communicated, but they do have to be clear. Think of these blog posts as drawing connections across the different facets of your unit project as you build it (different than unit 2's audio logs, but just as valuable cumulatively).

Blog posts should be roughly 500 words and should draw in the images, videos, and other links that you think will help your reader (your classmates) to understand the ideas you are presenting. I will provide a series of questions to help you draw some connections, but you do not have to answer each question if you would rather take a deep, 500 word dive into one or two. Since you will be responding to each other's blog posts when they are assigned, **your 500 word initial post is due Saturday by midnight, and your 200 word response to your assigned classmate is due Monday by midnight.**

### Blog Post 1 - Academic Genre Analysis

As we have examined throughout this course, there is no "one-size" fits all writing genre, different genres emerge as a response to a rhetorical situation, they are social actions in their own right. Thinking of academic research, there is also not one genre for academic articles, different disciplines have different needs for their writing genres: different types of evidence they prefer, different analytical tools and frames, and different forms for their writing that have been established as useful to other researchers in discipline. For this first blog post, you need to find three articles from your major's discipline (if you have not selected a major yet, choose one you are considering) and then perform a genre analysis of the genre they represent. While there will be some variation in style/voice and their assertions, there should be far more similarities in the structure of the articles themselves (they are drawing similar, if not the same, genre). You will have to select one of these three academic articles for your unit project, but for now work with all three to give you a sense of the genre they represent. To help you to think through this

assignment, use the [Genre Analysis Checklist Google form](#) (which will email its response to you) to help you generate response that you can then repurpose into a solid blog post of at least 500 words. The questions found on the Genre Analysis Checklist are as follows:

### Composition and Composer

- What is the name of the composition (i.e. article, essay, podcast, video, etc) that you are examining and who is its composer(s) (its creator(s))?

### The Rhetorical Situation

- **Composer:** What do we know about the composer(s)? What makes them credible (education level, views, public presence, group affiliations, previous composing, political track record, etc)?
- **Purpose:** What is the composer(s)'s main argument? What do they want to communicate to their audience? What do they want their audience to walk away with knowing?
- **Audience:** Who is the audience of this composition? What is their education level? What discipline might they be coming from? What kind of research do they find to be credible?

### Content

- **Background Information:** What background information does the audience need to know in order to understand the composition (concepts, vocab, etc)?
- **Evidence:** What Kinds of Evidence is Used to Support Claims (i.e. interview, research articles, statistics, observations, photographs, video clips, etc.)
- How is evidence used to prove the composer's claims? How convincing do you find it? Why?
- How much content is included? How many pages is the article?

### Interaction

- Is the Language formal, informal, both?
- Does the article use specialized language? What are some of the words you do not know the immediate meaning of (that may not be common knowledge)?
- What other language features do you notice?
- **Time:** How much time will the audience spend with the article? How long does it take to read?

- Arrangement: How is information arranged in this article? Is it linear (as in something with a navigable order)? What information is provided in the beginning, middle, and end? Does it ask you to do something?
- Aesthetic Features: How does the article use text (font, color, headings) and visuals (images, graphs, etc)?

## Blog Post 2 - Genre Comparison

The unit project tasks you with remediating an academic article into another form, another genre. This could mean taking the article and breaking up each of its main arguments into its own infographic. It could also mean turning the whole thing into a podcast episode that delves into the implications of the article's arguments. Even further, you might develop a reading list or series of classroom activities that teach the article's main argument. Regardless of the form it takes, you will need to pick an exemplar from a genre you are thinking of adapting your project into. This exemplar will more than likely not address a topic similar to your article (that is part of the reason why you are doing this project). As you have done with the academic article genre from your first blog post this unit, perform a genre analysis of a form you are thinking of adapting for your project and then compare it to your academic article's genre analysis from last week (use the [Genre Analysis Checklist](#) to help with this one too). It might be helpful to focus on the academic article you have chosen to adapt. Regardless, compose a blog post of at least 500 words that compares the two genres. You might find at the end of your post that you don't want to use this form for your project, and that is okay, the point is to start thinking about how you might approach putting your project together.

## Blog Post 3 - Project Progress

As we move into the end of the unit, you should have chosen a new form to remediate your chosen academic article into. This final blog post is meant to help you plan your next steps for finishing your project. Reflecting on the difficulties you have had and what you still need to do will allow me to help you prioritize what you need to do for this project. Moreover, this project check in is meant as a way for you to articulate a plan of attack for the rest of the unit. Your 500+ post will need to address the following questions:

- Where are you at with your project? What have you completed? What do you have left to do?

- What has been the most challenging aspect of the project? What has surprised you? What feels like it is taking the most time?
  - What is your plan for the rest of the unit? What are the smaller steps, specific actions needed for completion? What is your timeline?
  - What other commitments do you have outside of this class that might impact your plan? How can you plan ahead for them?
- 

## **Writing Assignments**

### Comedian Ideology Slide

While their primary purposes might be to entertain, good comedians have their own angle, they have their own sociocultural issue that their work speaks through. Often times, comedians reveal aspects of mainstream society's different ideological assumptions by pushing boundaries and/or turning the norms that are informed by these assumptions on their head. In a sense, comedians are doing something more than making us laugh, they are as critically engage as an academic article. As a group, you will need to produce a slide that summarizes a comedian's "work" by completing the following activity:

- In groups of 4-5, watch a 3-5 minute clip from a comedian's standup special (usually addressing a controversy).
- Take notes on the clip and identify the comedians main point and their supporting details (this is chance to distinguish between points that concern a larger argument and those thrown in for emphasis/laughs).
- Produce a 1-2 sentence "thesis" of what the clip is about.

As a group you must then create a slide that includes the following:

1. Comedian's Name and the Name of the Standup Special the segment is from.
2. Brief description of their audience (where they are, what the comedian's jokes might reveal about the audience's background and knowledge/experience, etc).
3. The "thesis" of the comedians routine.

4. A description of their supporting evidence they build their jokes/claims from (i.e. what scenarios do they describe or life experiences do they share). Do include evidence for your claims (use quotes/paraphrases from their routine as you would an academic paper you were citing).

## Project Sketch

Provided the scope of this final unit project, it will take some planning to deploy successfully. The Project Sketch is meant to help you think about your project and what it will actually take to complete it, important considerations coming into our project conference this unit. In 1-2 paragraphs, describe the project you are thinking of undertaking and what your compositional process will look like for it (look back to your audio logs from unit 2 for ideas). Your Project Sketch should attend to the following:

### Purpose:

- What is your motivation for this project? (what are you communicating? What do you hope to achieve by creating this project?)
- What do you hope your audience will do or feel or think after having experienced the project you will produce?
- What is the best possible outcome of the project? What is the worst outcome?

### Audience:

- Consider the audiences': able-bodiedness, age, gender, level of education, ethnicity, class, place of living, place of work, upbringing, prior knowledge/past experiences of the topic, questions about the topic, etc.
- Imagine your audience at the moment they encounter your project: what attitudes/moods might they be in? Why? What might they be thinking? Why should they be interested or not interested in your communication?
- Who is your secondary audience? (i.e. NOT your classmates or "everyone")

### Experience:

- How do you expect people to listen/watch/read your project?
  - Where will they be?

- What will they be doing? (i.e. an online stream while doing homework, their phones walking to class, etc)
- What might your audience's expectations be for your project?

#### Timeline

- What is your timeline for completing this project? What will you need to complete week by week? What new skills/software will you need to learn/develop? When will you make time to build the skills?
  - Considering your composing process from last unit, What days of the week will you work on this project and for how long? When will you have drafts done by in to revise/tinker?
  - What are the other, outside of class commitments do you have to consider? How will you work around them?
- 

## Unit Project

### Academic Article Re-demption

In earlier units we have talked about sources of information and how different news outlets and websites "process" and (re)present information to make it more "digestible" for the public. We have also spent time investigating academic articles as a genre, their purposes and audience specific features. Academic articles are relatively inaccessible to the general public, both in the sense that they are locked behind expensive journal subscriptions and that they are composed in ways that require discipline specific knowledge to make sure of. For this third unit project, you will select an academic article from the discipline/field you plan to enter when you graduate and then remediate it in a more accessible and engaging form. This will require a critical reading of the article itself (which includes a thorough genre analysis) in addition to tapping into the rhetorical and compositional skills you have been building all semester in order to design a project in the form of your choosing.

#### Guidelines:

- Project is built from an academic, peer-reviewed article from your discipline. You must identify at least three major ideas from your article to focus on in your redemption. This should be explicit, "front and center" in your project.



- A word count will not necessarily "work" for this project provided the drastically different forms; however, as a sense of scale, if you were to write this as a formal analysis paper it would need to be at least 800 words in length.
- While grammar and mechanics are de-emphasized in this project, this project emphasizes attention to style and the arrangement of words, images and, ideas because it will help your identified audience understand the major points in the article.
- Includes a Director's Commentary analysis paper of your own composing (textual, audio, or video is acceptable).

### Director's Commentary

The Director's Commentary assignments are meant provide more insight into your thinking and experience putting your unit project together in addition to how your perceived audience affected the development of your project. Your 500+ word equivalent (5-10 minute audio/visual) commentary should touch on the following questions:

- How you are working with your chosen form, what it does this form do for your audience? How do your design decisions (form, language, layout, supporting visuals, examples, etc) work to make this article more accessible for your audience?
- What are some of the composing moves/designs you had to make in putting your project together? What challenges did you have and how did you overcome them? What would you have added if you had more time?
- What other research or lines of inquiry did you pursue to flesh out your articles ideas? Did you look into additional articles on the subject, wikipedia articles, interviews with authors, etc?
- What feedback did you receive from the project workshop and how will you use it to improve your final project? (etc, etc, etc).

### Guidelines for Director's Commentary Analysis Paper:

- Analysis moves beyond stating what you did and more so explains what you want to communicate and how your composing decisions have contributed to this message.
- Discusses how specific design features were informed by identified audience needs.

- Language can be informal but it should be clear; composition has formatting that is considerate of your reader (i.e., paragraph style).

# UNIT 4 - My Writing Practices

---

## Reflective Portfolio Letter

In each unit in this course, we have written in different genres for different audiences, including one another, an academic audience, a public audience, and ourselves. We explored the power of words, images, and stories in our lives and in the lives of others. We have also learned some strategies for generating interesting ideas for writing, researching, drafting, revising, and editing.

This letter is in many ways the most important element of your portfolio, as it affords you the opportunity to reflect on your writing and your progress in this course. This moment of reflection is when process and product come together. This letter allows you to share with me and other readers your process as well as your view on how well you have met the stated objectives of this course.

Your reflective portfolio letter should be at least 700 words. Your letter should make a claim about your experience, exploration, and progress in this course as a reader, researcher, and writer. Referring to specific essays and assignments you have completed in this course, you should demonstrate how you have met the WRT 105 course goals, which are listed on the syllabus.

In your letter, you should reflect on your writing process, engagement with the course texts, and research skills as well as how you might approach future academic writing assignments using the skills ascertained in this course. Try to offer a sense of what you see as your greatest strengths as a writer, what areas you want to develop, what has been most worthwhile in this course, and how you want to work on your writing in the future. Be sure to focus on some of the themes we have discussed throughout the semester:

**Audience:** We wrote for various audiences in this. In what ways does your writing change when your audience changes? How does audience function within the rhetorical situation? What have you learned about adapting your writing to different audiences? In

what ways does voice, tone, level of formality, genre or format change when your audience changes?

Genre: We have written descriptive essays, analytical arguments, and researched essays in this course. What have you learned about the similarities and differences among these genres of writing? In what genre are you most comfortable in as a writer, and where do you want to develop more? How does genre function within the rhetorical situation?

Critical Reading and Writing: We have read, analyzed, and responded to a variety of texts, both individually and collaboratively, over the semester. What did you learn as you read and wrote about the power of words, media, and stories? What surprised you the most? What, if anything, are you curious to learn more about?

Research: Throughout this course, we engaged with various genres, remediated compositional forms, we completed secondary research, as well took a careful dive into academic articles. What did you learn about research and evaluating sources? What specific research skills have you gained? What types of methods did you employ? What did you learn about effective and responsible citation?

### **Revised Drafts of Unit Projects:**

Your portfolio should not simply be a collection of papers amassed during the semester. Your portfolio will include any additional revisions you choose to make to the major assignments in Units 1-3. Revision is a process that goes beyond just “fixing” surface-level errors; it is where you change, re-see, and further develop your work. Any changes you make to your projects should be included in your final portfolio, and you should also discuss your revisions in your reflective portfolio letter.

As you revise your final papers, try to keep the following in mind:

- The feedback you received from both me and your classmates.
- The guidelines provided for each essay.
- The discussions we have had individually in conferences about your writing and progress.
- The discussions we have had as a class about revision and the final portfolio.