WRT 205: Critical Research
Unit 2 Assignment and Calendar
Summer 2020 Online

This schedule is subject to change. I will give you as much notice as possible of any adjustments.

DATE	Readings due	Writing Assignments due	Online discussion topics
UNIT 2 Week of 6/15	Read "The problem with diversity in computing" Read Chapters 4 and 5 of *They Say, I Say* ("Yes/No/Okay, But" and "And Yet") Review Unit 2 assignment sheet	**BY WEDNESDAY, 6/17:** Identify at least 5 key rhetorical moves you see Bogost making in "The problem with diversity in computing" (including *TSIS* moves) and discuss how these moves help to illuminate his argument. [submit via blog] **BY SUNDAY, 6/21:** Complete focusing flowchart [submit via dropbox on Bb]	**By Wednesday, 6/17:** Log into the blog, and respond to at least two of the questions there (>150 words per post). **By Sunday, 6/21:** Respond to at least two of your classmates' posts (>75 words each)
Week of 6/22	Read "Four questions to protect your organization's culture during COVID-19" Read Chapters 6 and 7 of *They Say, I Say* ("Skeptics may object" and "So what? Who cares?") Read chapter 2 of *Rewriting*	**BY WEDNESDAY, 6/24:** Read, and complete Notetaking Exercise for a possible source, using one of the methods outlined on the Notetaking handout [submit via Unit 2 dropbox] **BY SUNDAY, 6/28:** Read, and complete Notetaking Exercise for a second possible source, using a different notetaking method [submit via Unit 2 dropbox]	**By Wednesday, 6/24:** log into the blog and respond to at least two of the questions posted there (>150 words per post). **By Sunday, 6/28:** Respond to at least two classmates' posts for this week (>75 words per post).
Week of 6/29	Read "Changing organizational culture: from embedded bias to equity and inclusion" *(continues below)*	**BY WEDNESDAY, 7/1:** Preliminary notes exercise for Research Portfolio due [submit via Unit 2 dropbox] **BY SUNDAY, 7/5:** Research plan due [submit via blog]	**By Wednesday, 7/1:** log into the blog and respond to at least two of the questions posted there for this week (>150 words per post). *(continues below)*

DATE	Readings due	Writing Assignments due	Online discussion topics
	Read chapters 8 and 9 of *They Say, I Say* ("As a result" and "Ain't so/is not)		**By Sunday, 7/5:** Respond to at least two classmates' posts
Week of 7/6	Read "The subtle sexism of your open plan office" and "Readers respond: open offices are terrible for women" Continue your own research—aim to have all 6-8 sources collected by end of this week	**BY WEDNESDAY, 7/8:** Review "Complicating your research" folder on Blackboard, and complete research activity outlined there [submit via Unit 2 dropbox] **BY SUNDAY, 7/12:** Rounding Out the Conversation exercise due [submit via Unit 2 dropbox]	**By Thursday, 7/9:** Respond to the questions on the blog (>150 words each) **By Sunday, 7/12:** Review all the discussion posts for this week.
UNIT 3 Week of 7/13	Read Chapter 10 of They Say, I Say ("In other words") Read "individual change won't create gender equality in organizations"	**BY WEDNESDAY, 7/15:** **Research Portfolio due [submit via blog]**	**By Thursday, 7/16:** log into the blog and respond to at least two of the questions there (>150 words per post) **By Friday, 7/17:** post your project proposal to the course blog. In 200-300 words, explain what issue you are examining, what kinds of source materials you're working with, where you plan to go with your analysis, and what kind of audience you plan to write for.

Unit 2: Developing a research plan
Assignment Sheet

Now that we've built a foundation of knowledge about organizational culture, it's time to take part in some of these ongoing discussions. We'll be using the analogy of research as conversation throughout the remaining units—we will be both listening and 'talking.'

Your listening work will accumulate in multiple ways—in your professional/internship/organizational/course work outside this course, in our class discussions, and in your research and reading. Your initial challenge will be to tune into conversations that are of particular interest to you, that is, to find the places where people are talking about issues that you really want to understand. Then you can listen with intent—your goal being to add to that conversation based upon your experiences and your continuing research.

Your work in Unit 2 will be the record of your *listening*—a research plan where you tune in and then a portfolio where you represent what you're hearing. (Then in Unit 3, you'll share what you've been learning for an audience that you think needs to hear it. In this unit, you will
- focus on researching and evaluating sources rhetorically
- consider and act upon the methods and processes of research writing
- reflect on the ethical and rhetorical choices involved in researched writing both within and beyond the university

Research plan

Your initial work in this unit will move you toward creating a research plan. This begins with an interest inventory—reviewing the works that others have contributed to our discussion and assessing where your primary interests lie. In addition to what you're seeing in our newly expanded canon of works, consider your personal experiences, too. Choose a focal point that matters to you.

In your research plan, you will explain the following to us (your research community) in a blog post due by 7/5:

- What question is guiding your research? (what do you want to use your research to understand?)
- Why this question? (help us to understand how it connects to your career/personal interests)
- How will your professional/internship/organizational/course work inform your inquiry? (what connections can you see with the work that you're part of in the world beyond our course?)
- What fields (academic and professional) matter most to your inquiry? (where are you going to be looking for source material?)

Research plan rubric

Elements	Score
Thoroughly addresses all of the above questions	/6
Professional tone and reader-friendly style that reflects the significance of the work	/3
Tagged and categorized for easy use on blog	/1
TOTAL:	/10

Research portfolio

From there, you will continue your research, building context and a sense of the Big Picture around this topic, so that you can move forward to offer your audience a broader, clearer take on this organizational culture issue that matters to you. By the end of Unit 2, you will amass a body of sources that will help you with this work, which you will continue in Unit 3, and you will discuss those materials in your research portfolio, which will be due by 7/17.

Required portfolio contents

- **At least 6 annotations**—2 paragraphs each, one paragraph offering a critical summary and the other discussing the value this source has for your developing project (how does it connect/respond to other sources? What is its unique value? What perspective does it offer? How do you see yourself making use of it?). **Note** you should have at least 1 scholarly source and at least 1 primary source.
- **Supporting materials:**
  - Focusing flowchart (TIRQ) worksheet (due 6/23)
  - Research plan (due 7/5)
  - Complicating your research activity (due 7/10)
  - Rounding out the conversation (due 7/12)
- **Unit 2 reflection (300-500 words)**—for your reflection, discuss your work-in-progress as represented by this portfolio. Walk us through your process, explaining your choice of topic and sources, what tools/strategies you used to locate these materials, charting the development of your ideas through the texts (both annotations and exercises) that you include here, and imagining where you'd like to go from here. How has your research plan guided your work? How has that plan begun to evolve? What additional sources would you like to locate? What gaps do you see in your research? What do you find most intriguing about this topic?
- **You will submit all of these items at a single url on the course blog, embedding the annotations and the supporting materials as clearly identified PDF files into the post that contains your Unit 2 reflection.**

Research portfolio rubric

Elements	Score
Contains all required elements (see above) in a usable format at a single url	/5
Annotations	
Include critical summaries oriented toward your project	/10
Discuss source's value to your project	/10
Unit 2 reflection (see full prompt below and on Bb)	
Responds to prompt with thoughtful analysis of your work in this unit	/5
Articulates major lessons/take-aways from this segment of the course	/5
TOTAL	/35