

# WRT 205: Critical Research

## Unit 3 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
<b>UNIT 3</b> Week of 7/13	Read "Individual change won't create gender equality in organizations"	<b>BY WEDNESDAY, 7/15:</b> Research Portfolio due [submit via blog]	<b>By Thursday, 7/16:</b> log into the blog and respond to at least two of the questions there (>150 words per post)  <b>By Sunday, 7/19:</b> read through classmates' posts on the blog, and respond as you wish
Week of 7/20	Read "How to create a culture manifesto for your organization (and why it's a good idea)" and "Shaping an ethical organizational culture"  Read Chapter 10 of They Say, I Say ("But, don't get me wrong")—if you didn't get to it last week  Review Unit 3 assignment sheet	<b>BY SUNDAY, 7/26:</b> Submit project proposal on 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.	<b>By Wednesday, 7/22:</b> Log into the blog, and respond to at least two of the questions there (>150 words per post).  <b>By Saturday, 7/25:</b> Respond to at least three of your classmates' posts (>75 words each)
Week of 7/27	Read through genre samples in folder on Blackboard, and locate some additional examples of the genre you are planning to write in.	<b>BY FRIDAY, 7/31:</b> Post draft of your final project to the course blog with a brief note explaining your audience, purpose, and situation (under what circumstances would your audience read this)  <b>BY SUNDAY, 8/2:</b> Complete revision worksheet	<b>By Wednesday, 7/29:</b> locate and share an example of the genre that you plan to write in, and respond to the prompt on the blog  <b>By Saturday, 8/1:</b> Respond to at least two classmates' drafts for this week (>100 words per post).
Week of 8/3	Read your own work over and over again as you revise ☺	<b>BY WEDNESDAY, 8/5:</b> Final project due [submit via blog, attaching files as needed]  <b>BY FRIDAY, 8/7:</b> Final course reflection due [submit via blog]	Enjoy your remaining weeks of summer!

## Unit 3 Assignment Sheet

Now that we've built a foundation of knowledge about organizational culture and explored some especially interesting subtopics, it's time to take public what you've learned—to identify and reach out to a particular audience that would benefit from the knowledge you've gained.

As we've come to see through our analyses of other texts, we make choices as writers, choices that are informed by our purpose, by our target audience, by our professional/historical/situational context, by the complexity of our ideas, and much more. In this unit, you will make choices about what kind of text(s) you wish to use to communicate your findings and for what audience and purpose.

That starts by carefully considering the ideas that you have formulated in unit 2. In your research plan, you identified a significant question, which you fleshed out further in your Research Portfolio. Given what you have learned and what you think is important, who do you want to write for? Who needs to know what you know? What do you want that audience to get out of your work? What is your project—in other words, what are you trying to *do* (i.e. advocate for change, educate people, propose a new approach, etc.)? In light of those decisions, what kind of text(s) would it make sense to produce?

Your product does not have to be a traditional research essay. Your options are wide open. Say, for instance, that you want to present information on workplace policy to employees within a particular profession/company (such as a Human Resources officer might do). That might take the form of a memo or a PowerPoint presentation. Say you are interested in reaching out to busy professionals to update them on a current issue they should better understand. In that case, a research brief might be the way to go. Maybe you want to write for college students about to head into the workplace—there a blog or a research poster might be suitable. Your choices depend on your desired outcomes here, but however you decide to approach this assignment, you will work toward the following learning outcomes:

- Evaluate your sources rhetorically and engage them in conversation
- Consider how research is both a rhetorical practice and a social activity
- Explore genre as you integrate text and graphics to craft a meaningful and functional visual argument

Rubric elements	Score
<b>Content</b>	
Has clear research focus/question	/2
Provides appropriately detailed examination of research focus/question	/2
Provides background/examples appropriate for target readers	/2
Includes discussion of/implications for workplace culture(s)	/2
Utilizes and appropriately references source materials (in-text attribution or citations where appropriate, plus a complete written bibliography for Karen)	/2
<b>Subtotal</b>	/10
<b>Presentation of information</b>	
Clear visual organization of ideas/information—constructed for easy comprehension by readers in the situation you have outlined	/1
Makes effective use of visuals (graphics, images, pull-quotes, white space/background, other) to enhance reader understanding and interest	/1
Text is not marred by proofreading errors	/1
Language is clear, engaging, and audience-appropriate	/2
<b>Subtotal</b>	/5
<b>TOTAL:</b>	<b>/15</b>

Your final assignment for the course will be a blog post in which you reflect on what you have learned this summer. For this final reflection, I ask that you retrace your research process metacommentary-style, that is, write about the thinking and planning and decision-making that comprised your Unit 3 work.

For the Unit 3 reflection, organize a short **essay**—probably about 500 words—addressing the following questions.

- How did you decide what to focus on within the larger body of material you found in your Unit 2 research? How did you decide what would actually make it into the project? **What lessons/skills from the course did you apply in doing this?**
- **What did you get out of doing this work?** Obviously you learned a good bit about your topic, which I hope has provided you some valuable insights for your future in the workforce. **But what else? What did you learn about writing?** About the challenges and excitement of sharing what you've learned? About giving and receiving feedback? About prioritizing what really matters? About engaging a target audience? You had to think about audience and purpose in a very real way in this unit—you had to talk right to your audience about your research. What did you learn from that experience?
- **What value did this assignment have for you?** Get specific here. Push beyond generalizations of the “I learned a lot about research” and tell me *what* you learned. It's important to articulate that as our course draws to a close, both so that *I* can see what you got out of this and so that you can have a firm grasp of what new competencies you're taking with you for future research and writing work. Reflection helps you to cement your learning—it makes those skills stick.