Writing Within Your Discipline

English 205, The Academic Writer’s Workshop

The main goal of this writing project is for you to become more familiar with the type of writing that you will need to produce within your chosen field of study. For this assignment, your goals are to explore writing within a specific discipline or field and to analyze a piece of writing from your discipline for various rhetorical and discourse features.

Research Focus

For this assignment, you will use materials from various sources, both academic and otherwise; you will determine whether or not sources are credible; and you will conduct an interview with a professional or a professor in your field/discipline.

You will be responsible for formulating questions for the interview that you conduct with a professional or a professor in your field/discipline. Some areas that you will want to address are:

* What type of formatting or style guide (e.g., MLA, APA, Chicago, IEEE) does your field tend to use?
* What are the various genres/types of writing that professionals within your field of study produce?
* What types of rhetorical and discourse features do you see being used in a specific piece of writing in your field?
* What are the prominent journals or research databases associated with this field/discipline?

Your questions should not be limited to these categories but should also include any inquiries that you feel will help prepare you for writing within your discipline.

Your essay should include the following parts

* Introduction: should provide an overview of the field of study as well as a brief synopsis of each of the main ideas to be discussed in the body of the essay.
* Body: Should outline the types of writing produced in your field, the rhetorical and discourse features of writing within your discipline, should describe research methods for your field and any other pertinent information.
* Conclusion: should distill the main components of writing within your discipline and reiterate the main points of your essay.

Length

The essay will be 4-6 pages, double-spaced pages and should follow the style guide used in your field of study. If there is not a particular style guide associated with your field of study, you are welcome to use either MLA or APA.

Due Dates

Final draft due by the start of class on Thursday October 20, 2017

#### Failure to submit the essay by on Thursday October 20, 2017 will result in the essay being marked late, one letter grade for each day it is late, as stated in the syllabus.

**Writing Within Your Discipline Rubric (20%, 200 Points)**

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| **Criteria** | **Excellent** | **Effective** | **Adequate** | **Developing** | **0** |
| **Introduction, Thesis, and Conclusion** | Introduction provides context for the rest of the paper and thoroughly introduces the issue; thesis is explicit, clear, and arguable; conclusion recasts thesis, provides cohesion to whole paper, and makes deeper connections to future implications of the argument. | The text is adequate at providing sufficient context for the rest of the essay and the issue in the introduction; at clearly introducing the main ideas in the thesis; at synthesizing main argument in the conclusion. | The text is minimal in providing sufficient context for the rest of the essay and the issue in the introduction; at clearly introducing the main ideas in the thesis; recasting thesis, at synthesizing main ideas in the conclusion. | The text is weak in providing sufficient context for the rest of the essay and the issue in the introduction; at clearly introducing the main ideas in the thesis; at synthesizing the main ideas for the argument in the conclusion. | Does not address this  Subject area. |
| **Organization** | Essay exhibits a clear and logical organizational choice; paragraphs are cohesive and logical, avoiding unnecessary information; effective topic sentences and transitions help readers move smoothly from section to section. | Organization of the essay is adequate to the task; paragraphs are generally cohesive and clear but may contain some unnecessary information; OR essay contains weak or missing transitions or topic sentences. | Essay organization is minimal and ideas may be difficult to follow; paragraphs are not generally cohesive or clear; OR essay contains weak or missing transitions or topic sentences. | Essay organization is weak and difficult to follow; paragraphs are not cohesive; text has weak or missing transitions or topic sentences. | Does not address this  area. |
| **Genres of Writing, Rhetorical & Discourse Features, Research Methods** | Essay clearly explains the genres of writing within the author’s discipline; examines, explains, and—when appropriate—utilizes the rhetorical and discourse features of writing within their discipline; clearly articulates the various research avenues (such as journals, databases, etc.) that are important in their field of study; | Author struggles with one of the following areas: Essay clearly explains the genres of writing within the author’s discipline; examines, explains, and—when appropriate—utilizes the rhetorical and discourse features of writing within their discipline; clearly articulates the various research avenues (such as journals, databases, etc.) that are important in their field of study. | Author struggles with two of the following areas: Essay clearly explains the genres of writing within the author’s discipline; examines, explains, and—when appropriate—utilizes the rhetorical and discourse features of writing within their discipline; clearly articulates the various research avenues (such as journals, databases, etc.) that are important in their field of study. | Author struggles with three of the following areas: Essay clearly explains the genres of writing within the author’s discipline; examines, explains, and—when appropriate—utilizes the rhetorical and discourse features of writing within their discipline; clearly articulates the various research avenues (such as journals, databases, etc.) that are important in their field of study. | Does not  address this  area. |
| **Research Objectives** | Quotations and paraphrases are **effectively** selected and integrated; multiple credible sources, including at least one personal interview,are seamlessly integrated into the author’s text and serve to support or illustrate the author’s ideas. | Quotations and paraphrases are **well** selected and integrated; multiple credible sources, including at least one personal interview,are integrated into the author’s text and serve to support or illustrate the author’s ideas. | Quotations and paraphrases are only **adequately** selected and integrated; a few sourcesare integrated into the author’s text abut do not adequately support or illustrate the author’s ideas. No personal interview included. | Quotations and paraphrases are **poorly** integrated and analyzed; Too few sources and sources are not credible; No personal interview included. | Does not address this  area. |
| **Process/ Peer Review** | Effectively incorporated peer review comments and feedback into final draft; Significantimprovement between drafts. | Incorporated most peer review and feedback into final draft. Some improvement between drafts. | Did not incorporate many comments into final draft. Minor difference between drafts. | No discernible difference between drafts. | Does not address this  subject area. |
| **Language**  **use, mechanics, and formatting** | Superior editing—professional looking work with limited errors in spelling, grammar, word order, word usage, sentence structure, and punctuation. Author makes effective, professional language and formatting choices throughout all documents. | Good editing—professional looking essay with few errors **per document** in spelling, grammar, word order, word usage, sentence structure, and punctuation. Author makes mostly effective and professional language and formatting choices. | Fair editing— repeated issues with spelling, grammar, word order, word usage, sentence structure, or punctuation. Author makes adequate language and formatting choices. | Careless editing—several serious errors in spelling, grammar, word order, word usage, sentence structure, or punctuation; Author makes ineffective language and formatting choices in some or all documents | Does not address this  area. |