

Writing Project Three: How Is “Process” Related to Research?

Throughout the semester you have investigated “process” writing—in your own writing practices and in those of other students. In Writing Project One, using reflective writing and empirical data, you analyzed your own writing process and gained insight into who you are as a thinker and writer. In Writing Project Two, through a case study of undergraduate writing, you acquired the tools and sensitivity to analyze and discuss the complex practice of revision and its role in shaping quality “final” drafts. In a very real sense, you have participated in the kinds of academic work that professional writing scholars perform every day. Furthermore, you have gained valuable insights into how real writers of all kinds discover ideas and shape them into texts that are meaningful and important to readers.

The next step in our course will show how “process” writing fits within the larger process of research. While it is no doubt valuable to craft a thoughtful and moving piece of writing without ever stepping foot in a library or scanning a research database, the writing done in college, generally speaking, is used to investigate the ideas of other writers and to engage in extended conversations with those writers. In other words, writing is not an “end” in itself; it is a tool to develop and share ideas. Like the writing process, the research process is highly (and often maddeningly) complex and consists of many “recursive” steps. This writing project asks you to begin the process of research.

Your assignment: write a reflective, analytical essay in which you (1) survey existing research on a particular topic (of your choosing) related to writing studies; (2) demonstrate thoughtful engagement with each source through summary and analysis; and (3) show how each source affects your thinking on the topic.

As we have discussed throughout the course and especially on Genius Days, there are multiple scholarly conversations about writing that have a direct impact on students at all grade levels. Often, these conversations are initiated and discussed among writing instructors, school administrators, and educational standards committees with very little direct input from the students who are directly affected by those changes.

You will need to do some research in the library databases, online, and possibly some firsthand inquiry in the form of surveys or interviews to produce an effective discussion of the scholarly conversation. Please keep in mind all of the articles we have discussed in class as potential sources for your analysis. We will discuss research strategies in preparation of your first draft for this paper.

Research Requirements: You must use a minimum of **five sources** in your analysis. At least **three sources** must come from the ASU library databases. Keep in mind that you must write a thorough analysis, so you made need to use more than the minimum number of sources.

Possible topics for Writing Project Three include:

Writing across the curriculum
Writing in the Disciplines
Gaming Theory and Learning
Writing about Writing

Write to Learn Movement
Service Learning
Multimodal Composition
Formulaic Writing

Ecocomposition
Visual Literacy
Professional/technical writing
Pop Culture Studies

Requirements:

- Minimum six double-spaced pages with one-inch margins
- 12-point Times New Roman typeface
- APA format including a References page

Goals of the Assignment

- Critical reading, selection, and synthesis of secondary sources
- Application of ideas in secondary source(s) to analysis of a scholarly conversation about writing
- Effective integration and appropriate documentation of ideas from secondary source(s)
- Generation of new insight into the conversation (for reader and perhaps for writer)

Grading Criteria

- Clear identification of the topic under discussion
- Effective selection and use of secondary sources
- Clear introduction and development of the conversation that the writer chooses to discuss
- Fully supported analysis, including detailed references to the issue under discussion and secondary sources that contribute to the discussion.
- Analysis yields some new insight or comes to some position in the conversation
- Audience appropriate language, subject, tone, formatting; in short, the writer demonstrates audience awareness and attempts to meet expected conventions (including citation and documentation of sources and editing/proofreading of final draft)

Topic Proposal Due: Tuesday, November 8

First Draft Due: Tuesday, November 15

Revised Draft Due: Tuesday, November 29

Final Draft Due: Tuesday, December 6