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| **Spring 2023: Montclair State** |
| **106-XX, XX X:XX-X:XX am**  **XXX Hall ###** |
| **Professor Martin is standing outside on a patio wearing a striped dress and turquoise scarf with her arms crossed.** |
| **Professor Elizabeth Martin**  **Schmitt Hall 205P**  **Office Hours: & by appointment**  [martinel@montclair.edu](mailto:martinel@montclair.edu) |
| **Dept. of Writing Studies** [montclair.edu/writing-studies](http://www.montclair.edu/writing-studies) |
| **FYW Program**  [montclair.edu/first-year-writing](http://www.montclair.edu/first-year-writing) |

College Writing II, “Writing and Research,” builds on the basic writing strategies taught in College Writing I and, in our case, extends the goal of helping students to become effective writers of intellectual arguments through an individual ethnographic-style research project. This course has two principle purposes. As a writing course, it will help you improve your ability to write well: to develop focused, thoughtful, and analytic texts, utilizing some of the methods with which you became familiar in College Writing I. We will write multiple drafts, give and receive peer critique, develop the ability to cite and incorporate sources, and carefully revise our formal work. As a course that focuses on research, it aims to develop your skills as a knowledge producer. You will learn to conduct interviews, take field notes, synthesize secondary sources, and analyze data and cultural artifacts. The goal of College Writing II, “Writing and Research,” is for students to emerge capable of engaging in the messy business of conducting and writing about research.

This semester, we will use food as a loose jumping off point for our ethnographic-style research projects. Even at this divisive time in our country, there is one thing that unites us and, really, all of humanity: The cooking and eating of food. Whether we cook it ourselves or someone else does, food plays an essential role in our lives. Maybe you participated in some pandemic baking or, alternatively, enjoy watching other people cook on YouTube or TikTok. Perhaps you work in food service or enjoy socializing with friends at a diner. You might have grown up helping a family member in the kitchen or have memories of a favorite holiday dish. Food can be comforting, exciting, routine, boring, fantastic, gross, enticing, bland, etc. It can come out of a pot or a package, function as fuel or fuel an experience. Food can also have political, social, and cultural implications too. Certain foods may function as markers of a cultural identity, while other food identities may be politicized, such as the choice to eat a strictly vegan diet. And then, of course, there is food insecurity, which has only grown during the pandemic. Feeding America, an organization decided to tackling hunger, estimates that 50.4 million people were food insecure in 2020, an increase of 18.4 million since 2018. Our projects will ultimately address the questions: How can food help us to understand and explore the social and political issues at work in the world around us? How can writing and research help us to interrogate our food systems, cultures, and literacies?

I look forward to working with you all, and I invite you to talk with me at any point about your progress in the class.

# Required Materials

**Textbook.** We’ll be using a variety of free, open-source texts this semester. All readings will be posted to Canvas.

**Other Materials.** Notebook, pen/pencil, etc. Laptop or tablet for occasional use in class. (These made be borrowed from the University as needed.)

# Course Schedule

A detailed breakdown of our course schedule, including due dates for all assignments, may be found on Canvas under “Syllabus.”

# Syllabus Caveat

I am happy to answer any questions that you have about this syllabus. Also, please note that though the due dates for major assignments are very unlikely to change, I do reserve the right to adjust the Course Schedule to best meet your needs.

# Course Outcomes

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| Objective | Description |
| **1. Critical reading and writing about diverse and interdisciplinary texts** | Students will learn to read and write critically using a range of texts that represent diverse interdisciplinary approaches to and theories of knowledge-making. |
| **2. Writing and analysis of disciplinary genres** | Students will gain familiarity with writing in multiple genres and disciplines and will develop the ability to interpret and analyze a diverse range of texts. |
| **3. Writing Process** | Students will understand and be able to execute the key elements of a writing process: a series of rigorous, thoughtful revisions which re-imagine and rework any—and likely all—of the key criteria of good writing. |
| **4. Close reading** | Students will be able to demonstrate an ability to closely read text (i.e., be attentive to finer details of content, argument, rhetorical moves, audience, social/cultural/historical context, and reader/author assumptions), through analytical writing that draws on these skills of close reading to advance their own arguments. |
| **5. Citation & Referencing** | Students will be able to appropriately document and integrate external research into their writing, and be familiar with at least one style of formal citation (e.g. MLA). |

# Assignments & Grading

Below is a brief overview of all the major assignments of the course. Complete assignment details are available on Canvas.

## The Research Study

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| Your final grade in this course will be calculated using these percentages with two exceptions: work that violates the University’s Academic Integrity Policy and work that is submitted late. | |
| **Research Portfolio**  **Story of a Recipe**  **Secondary Source Reflection**  **Photo Essay** | **60%**  **20%**  **20%**  **20%** |
| **Proposal** | **10%** |
| **Field Notes & Reflections** | **10%** |
| **Course Citizenship** | **20%** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_\_\_\_** |
| **Total** | **100%** |

The major project of this course is an ethnographic-style research study of a food subculture. This project will be broken down into many smaller assignments, three of which will undergo substantial revision and rewriting, with the assistance of peer review, in-class workshops, instructor feedback, and your own further thinking.

For this project you will investigate a food subculture you are part of or will choose to be part of for the semester and critically assess this subculture from both outsider and insider perspectives. To do this, you will study the subculture in depth by taking field notes, conducting interviews, studying artifacts, taking photographs, and synthesizing secondary sources.

## Proposal

Before you can begin your research, you will need to write a short proposal detailing the food subculture you plan to study and how you plan to gain access to it.

## Research Portfolio

The culmination of your research project this semester will be a Research Portfolio, which will make up the majority of your grade in this course. This portfolio will be made up of the final, revised drafts of three assignments, listed below.

### Story of a Recipe

For this first piece of your research project, you will think of a recipe with a backstory, and then to write an essay around that dish. This may be a family or community recipe or a commercial one related to your subculture.

### Secondary Source Reflection

As part of your research study, you will need to use secondary sources to help contextualize what you’ve found in your field site. This assignment will help you to first reflect on and then begin to synthesize your secondary sources like a researcher.

### Photo Essay

For this final piece of your research portfolio, you will bring together your primary and secondary research to create a photo essay that critically examines and analyzes your food subculture.

## Field Notes & Reflections

When you spend time in your field site (6 hours, at least), you will take detailed Field Notes, the record of your observations and reflections of your subculture. I will also ask you to write formal reflections about your research experience. These Field Notes and Reflections will be submitted twice, first as a check-in at the midterm before Spring Break and then finally at the end of the semester.

## Course Citizenship

Being engaged with the work that we are doing in our classroom will make class more enjoyable and interesting for all of us. To be actively engaged means being on time and prepared for the day by having completed the assigned work and coming with all necessary materials for class. Part of good course citizenships includes raising questions about the texts, responding to others' questions, proposing interpretations, and making connections between our assigned texts, both in class and in written homework assignments.

Your Course Citizenship score is worth 20 percent of your total course grade and is comprised of two parts: class engagement and homework assignments.

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| Class Engagement For each in-person meeting, you can earn up to two engagement points by actively contributing to the work of the class. Depending on the day, you may earn engagement points by making substantive contributions to our class discussion, actively participating in group work, attending a conference, or diligently completing your independent work. You will lose engagements points if you’re frequently off-task during class or if you are absent. Your active engagement is what will make our class meetings dynamic, interesting, and illuminating. | Homework Assignments Low-stakes homework assignments will generally fall into one of four categories: Read & Annotates, Discussion Boards, Peer Reviews, and Drafts. These assignments will be submitted via Canvas before the start of class. To receive full credit for homework, the assignment must be completed in full and submitted on time. If you receive partial or no credit, it's because some aspect of the assignment is incomplete or late. Finally, keep in mind that these low-stakes assignments are a place for us to explore our ideas, to be unsure of what we think, to ask obvious and difficult questions, and a place to take risks in our critical thinking. |

## Grading

Your **Major Assignments** in this course will be evaluated using a labor-based grading system. In a nutshell, if you complete the requirements and all the steps for each assignment, then you’ll earn a “B” on that assignment. If you miss or skip components, turn assignments in late, do not meet the requirements, or do not follow the instructions, you will earn a lower grade. If you complete additional labor, you will earn a higher grade (details on how to earn a higher grade can be found on Canvas, included in the directions for each major assignment).

Your **Course Citizenship** grade is calculated based on completion, with each assignment being worth between 3 and 10 points. So long as you complete and submit these assignments fully and on time and attend class regularly, you can easily earn full marks in this category. Additionally, your three lowest grades on homework assignments will be dropped at the end of the semester.

# Course Policies

Our classroom and shared Canvas site are collaborative spaces and the home of our writing community. In all communication with each other, respect is the order of the day. We may disagree with one another, but should always respect the right of the other to hold a different opinion. However, no form of intolerance is allowed to enter our environment, including (but not limited to) racism, classism, sexism, homophobia, ableism, or religious intolerance. I reserve the right to ask you to leave the room (which will count as an absence) if I feel that you have exhibited any kind of hostility towards other students. You are welcome to disagree with your peers, but you should express your disagreement in a respectful manner.

The following rules are in place to keep our space safe and foster an atmosphere of intellectual growth and curiosity:

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| **Always come to class prepared** to discuss the readings and/or to work on your writing. This means having the required materials for the day with you (pen/pencil, notebook, planner, texts, homework, laptop, etc.). | **Know the names of your classmates**. We will practice in the beginning, but if you find you do not know some names, please make the effort to find out. | **Exchange phone numbers and/or email addresses with a classmate** so that if you are absent, you can catch up on what was discussed in class. I will not provide detailed class notes if you are absent: you should get those from a classmate. If you know in advance that you will be absent, I suggest you reach out to a classmate ahead of time and ask them to take notes for you. | **Please do not pack up to leave before the class has ended**—it’s distracting for your classmates and for me. I promise you I'm keeping an eye on the time, and won't keep you late. If you need to leave class early for some reason, please let me know before class begins. |

## Late Work

Please let me know in advance if you think you’ll need extra time to complete a **major assignment**. Usually, I can give you at least a 24-hour extension. If you do not reach out ahead of time, for each day (24-hour period) that an assignment is late, there will be a one-third of a letter grade reduction, up to seven days late. For instance, a "B" assignment that is 48 hours late will receive a grade of "C+". Components submitted more than one week late will be graded on a pass (C-)/fail (F) basis. If there is an extenuating circumstance that is preventing you from getting your work in on time, I will need documentation from the [Dean of Students Office](https://www.montclair.edu/dean-of-students/contact-us/) to waive this policy.

In general, I can’t offer extensions on **Course** **Citizenship** assignments since they are time-sensitive and need to be completed before the start of class. You will lose 1 point per 24-hour period that one of these assignments is late. Additionally, late draft assignments are ineligible for written feedback from me, though you can always make an appointment to see me during office hours instead or visit the Center for Writing Excellence.

## E-Mail & Canvas; Class Cancellation

You are expected to check your MSU email and Canvas at least once a day, preferably before the start of class. If a class must be canceled due to an emergency, I will contact you via Canvas Announcement and will substitute an online assignment.

## Attendance & Tardiness

In-person attendance is mandatory for this course. You are allowed four unexcused absences for any reason. For an absence to count as excused, you must provide timely documentation to the [Dean of Students Office](https://www.montclair.edu/dean-of-students/). For every unexcused absence over the allowed four, you will lose half a point off of your final grade. If severe circumstances arise that prevent you from attending our in-person classes, please let me know as soon as possible so I can direct you to the appropriate campus resources for help and possible accommodations. Additionally, please do your best to be on time for class. While occasionally being late to class is not a big deal, every four tardies will count as one absence.

# Food Cultures Assignment

# Overview

The Food Subculture Research Study is an extended, semester-long research project where you will investigate a food subculture you are part of or will choose to be part of for the semester, and critically analyze this subculture from both outsider and insider perspectives. To do this, you will study the subculture in depth by taking field notes, conducting interviews, studying artifacts, taking photographs, and reading secondary sources to complete a series of writing and creative tasks.

This large project will be broken down into multiple smaller assignments, with due dates throughout the semester. At the end of the semester, you will submit part of this project as a revised portfolio, due on DATE. Along the way, you will learn a variety of different research methods and skills.

If you have no idea what a research study or food subculture are at this point, fear not! We'll read about various food subcultures, learn the tools of research, and consider other writings about food along the way.

See individual assignments for the requirements of each step.

# Assignment Steps

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| **Task** | **Deliverable** | **Due Date** |
| Propose a field site and food subculture for your ethnographic study. | Proposal |  |
| Investigate a recipe from your subculture and write a short essay telling its story. | Story of a Recipe | Early Draft:  Middle Draft: |
| Spend time in the field taking notes and pictures and completing interviews (ongoing, at least 6 hours total over several weeks). Reflect on the work you’ve completed so far on your research study and the work you have left to accomplish. | Field Notes & Midterm Reflection |  |
| Find and read secondary sources to help you consider your food subculture from multiple perspectives. | Secondary Source Reflection | Early Draft:  Middle Draft: |
| Compose a photo essay to critically examine and analyze your food subculture. | Photo Essay | Early Draft  Middle Draft |
| Bring together the many threads of your research to revise your “Story of a Recipe,” “Secondary Source Reflection,” and “Photo Essay” assignments one more time. | Research Portfolio |  |
| Spend time in the field taking notes and pictures and completing interviews (ongoing, at least 6 hours total over several weeks). Reflect on the work you’ve done over the course of the semester. | Field Notes & Final Reflection |  |

# Proposal Assignment

The Proposal is the first step in your semester-long study of a food subculture and asks you to outline in some detail what you plan to study and how you plan to study it. This assignment is due by midnight on DATE.

## Directions

In a document formatted in MLA style, write a short essay introducing your proposed food subculture research study. Use the headings below to label each section. In total, your proposal should be around 500 words or so (roughly 2 pages).

**Introduction.** What food subculture do you want to study? Why? What do you already know about this subculture? What do you want to learn? (Be as specific as possible. For example, Puerto Rican food as cooked by your family or pizza at the Village Trattoria in Maplewood are both clearer choices than Caribbean food and pizza.)

**Position.** What are your fixed positions as a researcher (i.e., gender, age, socio-economic class, nationality, ethnicity, race, etc.)? Which of your fixed positions may affect what you see in this field site/subculture? What subjective positions (life experiences) do you carry into your site? What assumptions do you already have about this subculture?

**Access.** At what specific field site(s) will you conduct your observations? Do you already have access to the field site(s)? If not, what is your plan for gaining access? Who do you think you could interview?

**Schedule.** You are expected to spend at least six hours over the course of the semester (but mostly prior to Spring Break) directly observing your subculture and taking notes/conducting interviews. What is your plan for achieving this number of hours? How will you break up that time?

# Story of a Recipe

For this first formal assignment in your semester-long research study, you will write a narrative essay about a recipe central to your food subculture. In addition to discussing the recipe’s origins and importance to your food subculture, you will also (for your final draft) discuss the recipe as an artifact and include historical, cultural, and/or scientific research about the main ingredient(s) of the recipe.

This assignment will go through a three-part drafting process, with the final draft due at the end of the semester as part of your Research Portfolio.

This is a narrative essay, which means that your primary goal is to tell a story to the reader to help them understand what your recipe means to you and why it is important to your subculture.

## Choosing a Recipe

If you’re having trouble choosing a recipe, think about a special tradition in your subculture that involves a meal. What dish is always present at that meal, and who brings it? Or, think about a particular memory you have of being in the kitchen with a loved one or eating a particular food. What is that memory? You can also write about recipes that you think are unusual or unique to your subculture.

## Requirements

While each drafting step will have separate requirements, by the time you submit your final draft your Story of a Recipe should:

* tell a story to the reader to help them understand what your recipe means to your subculture.
* incorporate information and quotations from two secondary sources to address the history of the recipe or main ingredients and illuminate this recipe’s significance in your subculture.
* include the text of your recipe.
* include direct quotations from at least one interview with a member of your subculture.
* include a photograph or sketch of the food.
* thoughtfully use metaphors, similes, and other figures of speech.
* utilize MLA formatting (12pts, Time New Roman font; double-spaced, with title & header).

## Grading

See individual assignment steps for the specifics about how that draft will be assessed and graded.

# Midterm Reflection & Field Notes

The Midterm Reflection asks you to reflect on your labor, learning, and field notes so far this semester. You will also submit your in-process field notes to this assignment as well. The Midterm Reflection is due by midnight on DATE.

# Directions

In a self-reflective essay of at least 600 words (or so) in length, reflect on your learning and labor so far in the course. Start by reviewing your completed assignments and Field Notes, then reflect on any trends, successes, challenges, struggles, or anything else that stands out to you.

Here are some questions to help you think about what you might include in your Midterm Reflection. (Note, you do not need to address all of these areas! Your essay should have a clear focus.):

* Do you notice any trends in your work so far? What are your major takeaways so far from your fieldwork? Where are you most engaged? Least engaged? What do you still want to learn? Be sure to cite specific examples from your Field Notes or other work to support your reflections.
* What did you identify as your position as a researcher early on? Do you need to revise this based on what you've observed so far?
* What have you been doing well so far? (provide specific examples)
* What do you need to work on more? (provide specific examples)
* How would you assess your class participation?
* How would you assess your role as a researcher?
* Take this opportunity to review your assignments on Canvas, and confirm that all deadlines have been met; if all deadlines have not been met, discuss that and your deadline strategies for the future.
* Describe your reading/annotating strategies: Do you skim? How often do you get distracted while reading? Do you read leisurely or under pressure?
* Where do you read? Dorm? Train? Dining Hall? Home?
* How do you think those strategies and locations affect your understanding and comprehension of what you're reading?

# Requirements

Your Midterm Reflection should:

* Reflect on your learning in the course so far.
* Reflect on your Field Notes to date.
* Be focused and tell a story of you as a writer/reader/researcher in the course.
* Include specific examples from your assignments and Field Notes to support your reflections.
* Be at least 600 words in length (or so, it's okay to be a bit under/over).

# Grading

As outlined on the Syllabus, if you meet all of the requirements outlined above and submit your Midterm Reflection and in-process Field Notes on time, you will earn a grade of "B" on this assignment. To earn a higher grade, you have the option of completing extra labor on this assignment. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your draft in at least three of the following ways to earn an "A," two to earn an “A-,” and one to earn a "B+":

* Write at least 800 words.
* Include at least 5 pages (typed or hand-written) of Field Notes.
* Include a concluding paragraph where you identify at least three things you want to work on to improve your learning in the course moving forward.

# Secondary Source Reflection

In your research project, your secondary sources (articles, podcasts, videos, etc.) will help provide context and background information to your food subculture when you revise these assignments for your final portfolio. The purpose of this assignment is to learn to evaluate your secondary sources in stages, first by creating a citation and annotation for each of your sources and then by writing a short essay that summarizes the major findings of your research. This assignment will go through a drafting process.

Your early draft of this assignment will be an annotated bibliography, which means you will read and then summarize your sources. Your reflections should help me see the relevance, accuracy, validity, and quality of your secondary sources.

Your middle and final drafts for this assignment will be written as a literature review, which means that your primary goal is to put your secondary sources in conversation with each other to convey clearly and accurately the information you’ve gathered.

This assignment will go through a three-part drafting process, with the final draft due at the end of the semester as part of your Portfolio.

## Requirements & Grading

See individual assignment steps for specific requirements and assessment criteria.

# Early Draft, Secondary Source Reflection

First, create an MLA-style citation for each of your sources in a document. You need to include citations and annotations for at least six sources. Your source types should be as follows:

* At least **one** should be a general, background source that you found using either the [Food & Culture Research](https://montclair.libguides.com/countryinfo) Guide or a another encyclopedic-style source.
* At least **two** of these sources should be from the library databases.
* The other **three** sources may be found using either the library databases, the research guide, or Google (they can also be videos/podcasts, etc.).

Next, compose an annotation for each source following the guidelines listed below. Each annotation should address the following areas:

* What is the larger, general focus of this article?
* What is the more specific, particular idea presented by the author/authors in this work that seems relevant to your research?
* How does this idea connect with your primary research (field notes)?
* Where do you think this connection could lead your activity in your field site and/or writing as you continue with your research this semester?
* Finally, why is this author/source credible?

To fully address these questions, your reflections should be at least 6 to 8 sentences in length.

**\***Note that many academic articles come with abstracts already provided that usually summarize the article. However, it is expected that you not only provide your own summary of each article in your own words and with your own sense of focus, but that you also write a reflection regarding the usefulness of that source to your research and understanding of that source. Copying an abstract is an act of plagiarism and will be too general and simple for this assignment—this needs to be your own original work and insight.

# Middle Draft, Secondary Source Reflection

Now that you’ve had a chance to read and reflect on the secondary sources you found, your next step is to put these sources into conversation with each other by writing a short literature review. Don’t worry if that’s a new term to you! Your primary goal with this essay is to put your secondary sources in conversation with each other to convey clearly and accurately the information you’ve gathered.

We will work on this process step by step in class! First, we’ll start by reviewing the annotations from your Early Draft to look for trends, themes, connections, and throughlines. Next, we’ll fill out a [synthesis matrix](https://writingcenter.uagc.edu/synthesis-matrix). Once you have identified common themes, you’ll begin to synthesize your sources to write your essay.

## Requirements

The middle draft of your Secondary Source Reflection should:

* Synthesize your secondary sources to present a detailed background history of your subculture.
* Include an introduction and conclusion.
* Generally, avoid direct quotation.
* Be organized by topic or theme rather than by source.
* Use headings.
* Utilize MLA formatting (12pts, Time New Roman font; double-spaced, with title & header).
* Incorporate at least six sources.
* Be ~1000 words, 3-4 pages.
* Include a Works Cited page.

This assignment was adapted in part from: <https://academicguides.waldenu.edu/writingcenter/assignments/literaturereview>

# Photo Essay

A photo essay uses a series of photographs to tell a particular story. It has a narrative arc, or storyline, that informs a reader of a particular message that they should interpret from the images used.

Your photo essay should tell a story that captures an aspect of your food subculture you have not yet explored in your writing. This means you can’t create your photo essay based on the recipe you wrote about for Story of a Recipe or a history of your food subculture that relies entirely on your research from Secondary Source Reflection.

## Choosing a story

If you’re having trouble figuring out what to focus on for your photo essay, consider trying to answer one or more of the following questions:

* What has food helped you to understand about a particular ritual of your subculture?
* How do certain social or political issues present in your food subculture? How have they influenced it? (i.e., issues of race, gender, class, colonization, immigration, ethnicity, etc.)
* What is your biggest take away from studying your food subculture? Why does it matter?
* How has studying this food subculture affected you?

## Requirements

While each drafting step will have separate requirements, by the time you submit your final draft your Photo Essay it should:

* Include six to eight images
  + These maybe pictures you take in your field site, family photos you borrow, or images you find (and cite!) online.
* Include detailed captions that enhance the overall story you’re trying to tell with pictures.
  + Total text should be roughly 800 words.
* Integrate research from your field site and at least three of your secondary sources.
* Include direct quotations from at least two interviews with two members of your subculture.

## Grading

See individual assignment steps for the specifics about how that draft will be assessed and graded. You will receive your final, letter grade for this assignment as part of your Portfolio.

# Research Portfolio

Your Research Portfolio asks you to bring together the results of your semester-long food subculture research to revise your Story of a Recipe, Secondary Source Reflection, and Photo Essay one more time, considering my feedback, our in-class writing workshops, your own further thinking and knowledge, and your primary and secondary source research to date. Your Research Portfolio is due by DATE.

# Requirements

Each piece of your Portfolio has separate requirements, listed below. For each piece, please **bold** what you revised from your middle draft.

### Story of a Recipe

The final draft of your Story of a Recipe should:

* tell a story to the reader to help them understand what your recipe means to your subculture.
* incorporate information and quotations from two secondary sources to address the history of the recipe or main ingredients and illuminate this recipe’s significance in your subculture.
* include the text of your recipe.
* include direct quotations from at least one interview with a member of your subculture.
* include a photograph or sketch of the food.
* thoughtfully use metaphors, similes, and other figures of speech.
* utilize MLA formatting (12pts, Time New Roman font; double-spaced, with title & header).
* include a Works Cited page.
* be ~1000 words in length (at least), 3-4 pages.

### Secondary Source Reflection

The final draft of your Secondary Source Reflection should:

* synthesize your secondary sources to present a detailed background history of your subculture.
* include an introduction and conclusion.
* generally, avoid direct quotations.
* be organized by topic or theme rather than by source.
* use headings.
* utilize MLA formatting (12pts, Time New Roman font; double-spaced, with title & header).
* include a Works Cited page.
* be ~1000 words in length (at least), 3-4 pages.

### Photo Essay

The final draft of your Photo Essay should:

* include six to eight images
  + These maybe pictures you take in your field site, family photos you borrow, or images you find (and cite!) online.
* include detailed captions that enhance the overall story you’re trying to tell with pictures.
  + Total text should be ~800 words.
* integrate research from your field site and at least three secondary sources.
* include direct quotations from at least two interviews with two members of your subculture.

# Contract Grading Boost

As outlined on the Syllabus, if you meet all the requirements outlined above and submit your Research Portfolio on time, you will earn a grade of “B.” To earn a higher grade, you have the option of completing extra labor on each component of these assignments. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your assignments in at least nine of the following ways to earn an "A," six to earn an “A-,” and three to earn a "B+":

* Visit the CWE with a draft of any of these assignments and include the email confirmation of attendance from the CWE at the end of your portfolio. (Can do this once per assignment, for a total of 3.)
* Successful utilize an additional, legitimate secondary source, beyond the required six. (Can do this twice.)
* Successful utilize a scholarly, peer-reviewed source. (Can do this twice.)
* Include substantial revision from the middle drafts on each assignment. (Counts as three.)
* Write an additional 200 words for any of these assignments. The additional text should be focused and enhance the piece, not simply filler. (Can do this once per assignment, for a total of 3.)

# Final Reflection & Field Notes

The Final Reflection asks you to reflect on your labor, learning, and field notes over the course of the semester. You will also submit your completed Field Notes to this assignment as well. The Final Reflection and Field Notes are due by midnight on DATE.

You should submit both your completed Field Notes AND your short essay to this assignment as two separate files.

# Directions

In a self-reflective essay of at least 600 words (or so) in length, reflect on your learning and labor over the course of the semester. You should organize your reflection as follows:

* First, introduce us to who you were as a researcher and writer before starting this class. What had your prior experience been? What were your expectations, if any?
* Next, reflect on your research process. How did the work of the course go for you? Which activities or tasks engaged you the most? The least? What, if anything, surprised you about the process? What were some of your successes? What challenged you the most in this class? What did you enjoy? Try to be as specific as possible here.
* Then, reflect on your completed research project more specifically. How satisfied do you feel with your project overall? If you had more time, what would you change or continue to work on? What did you revise from your middle drafts to your portfolio? How did your secondary source research enhance your overall project? Try to be as specific as possible here.
* Finally, reflect on how the research tools and techniques you learned in this course and how they might translate to other classes or your major. What are your major takeaways from the course?

# Grading

This assignment will be graded in two parts: Reflection and Field Notes. As outlined on the Syllabus, if you meet all of the requirements outlined above and submit your Final Reflection, you will earn a grade of "B" on this assignment. To earn a higher grade, you have the option of completing extra labor on this assignment. You need to (at a minimum) meet the requirements listed above (including the word count) and then also distinguish your Final Reflection in at least three of the following ways to earn an "A," two to earn an “A-,” and one to earn a "B+":

* Write 200 additional words (Can do this twice).
* Visit the CWE with a draft of this assignment and email me your attendance confirmation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Length of Field Notes** | 7+ pages | 5-6 pages | 3-4 pages | 1-2 pages |
| **Grade** | A | B | C | D |