

Semester-long Project: Writing Process Analysis

This semester, you will choose one major writing assignment from any course you are currently taking — preferably from another course, but you may also choose a different assignment from this class — and you will track and reflect on your entire writing process, from receiving the assignment prompt to submitting the final draft.

In your final portfolio, you will submit a 4-5 page double-spaced reflection that analyzes primary documents (submitted as an “Appendix”) from your writing process, including but not limited to: the assignment prompt; any brainstorming/invention exercises; notes and research; multiple drafts; feedback from peers, tutors, and/or your professor; the final draft; and potentially any feedback you receive on the final draft.

The purpose of the Writing Process Analysis is to analyze these primary documents using the theoretical lenses we learn in class. You will be enacting the role of a composition scholar studying the writing process — but studying your own writing process.

We will break down the process of collecting and analyzing these documents throughout the semester, although each of you will have your own timeline depending on when your chosen writing assignment is due.

GOAL SETTING ASSIGNMENT, due Sunday, Feb. 12, at 11:59pm:

- Read over the syllabi and course schedules for all classes you are taking this semester.
- Identify which writing assignment you would like to track for this Writing Process Analysis and write a 250-word reflection on why you think this particular assignment will be useful to reflect on. Set 2-3 goals for yourself at the outset of this project.
 - For example: Does it have to do with writing that you commonly do in your major or that you may need to do in your career? Is it for a class that you may find particularly challenging? What do you hope to learn by tracking your writing process for this assignment?
- Generate a list of all documents you will need to save copies of as you work on the assignment. Include that list underneath your reflection.
- Create a calendar of major deadlines. Note the learning center assignment below and plan ahead for what week you might make your required tutoring session.

ASSIGNMENT PROMPT ANALYSIS, due Sunday, March 12, at 11:59pm:

- By this date, *make sure that you have received the assignment prompt for the writing project you are tracking*. If your professor has not yet handed it out, please ask them if they would be willing to share the prompt with you early.
- Write a 250-word reflection on the assignment prompt. What is the rhetorical task that it is asking you to do? Can you tell what genre you are supposed to be writing in and who your imagined audience is supposed to be? What are the writing conventions for that

genre, audience, and discipline? What is unclear about this assignment prompt, or what questions does it raise? Has the professor built in any writing process benchmarks, such as proposals, annotated bibliographies, or peer review? How long are they giving you to complete this assignment? What kind of revision process will that timeline allow for?

LEARNING CENTER VISIT AND REFLECTION, consult with Prof. Bamert to choose a personalized due date (absolutely no later than Sunday, May 7)

- In Week 6, we will be reading Ben Rafoth's "Why Visit Your Campus Writing Center?" and discussing the role of peer writing tutoring at the college level.
- You will be required to make one appointment for writing tutoring at the Learning Center as part of your Writing Process Analysis (i.e., you should go to discuss the writing assignment that you are tracking this semester). Ideally, you will go to the writing center during the brainstorming or earlier drafting stages, rather than with a complete draft. *Make sure to save any artifacts that you bring to and create during your learning center appointment to use in your final Writing Process Analysis.*
- After your appointment, write a 2-page, double-spaced reflection about the experience. This should include:
 - 1 page of descriptive narrative: What happened at the appointment? Give a detailed play-by-play of the tutoring session.
 - 1 page of reflection: What did you learn from the appointment? How did it influence the direction of your writing process? What do you think the tutor did well? Why? Was there anything you wish had gone differently? Why? How does your experience relate to what Rafoth describes in his chapter?

GENRE/DISOURSE COMMUNITY ANALYSIS, synchronous activity (week 8)

After learning about discourse communities and rhetorical genre theory, we will work together to apply these theories to the writing assignment whose process you are tracking. This activity will give you another lens through which to approach your writing process analysis. You are required to participate in this discussion and activity in person — if you miss that meeting, you will need to make it up.

CHECK-IN ASSIGNMENT, due Sunday, April 2, at 11:59pm:

- Gather all documents (can be digital) that you have saved so far that pertain to the assignment whose writing process you are tracking. For some of you, this may only be the assignment prompt and early brainstorming or note-taking. For others, you may already have everything, including the final draft. Make a list of what you already have, and make a list of what you will likely still generate during your continued writing process.
- In our next class, we will brainstorm together to develop a rubric for the Writing Process Analysis and decide on what topics and questions your reflections will need to address.

Prof. Bamert
ENGL 3177

PEER REVIEW, Wed., 5/10, through Sun., 5/14:

- Email a draft of your Writing Process Analysis to your assigned peer reviewer by Wednesday, 5/10, at 11:59pm (cc Prof. Bamert).
- Offer feedback (marginal comments and a substantive end comment) on your partner's draft by Sunday, 5/14, at 11:59pm (cc Prof. Bamert).
- Your reflection may draw on any of the above assignments, such as the assignment prompt analysis, the writing center reflection, and the genre/activity system analysis.

FINAL DRAFT OF WRITING PROCESS ANALYSIS WILL BE INCLUDED IN YOUR
END-OF-SEMESTER E-PORTFOLIO, due Tuesday, 5/16, at 11:59pm