



COLLABORATIVE ESSAY - 2016

The *Composition of Everyday Life* chapter eight discusses how

“Academic audiences demand more than ‘three reasons why I believe X’ arguments. They want to experience more in an argument than a writer’s personal beliefs; they want to learn a new way of thinking. So, academic writers often look for a way to make people rethink an issue. They try to create a new position on a familiar topic or assert a position on an entirely fresh topic. And good writers do not merely *choose* topics; instead, they build topics from the novel and surprising moments of everyday life.” (264).

In other words, researchers and professors desire to engage with a writer’s revelatory ideas that come from private concerns that can be made public.

When choosing your group with whom to write, consider what all the members have in common. From your commonalities or common private concerns, what public concerns arise? What about the concern is debatable?

For this essay you will be utilizing your skills as a writer, researcher, and critical thinker. However, you will not be doing this alone. You will be in a group and will write the essay together—yes, as a group. Writing together is an invaluable experience giving you the opportunity to challenge what you know, while working with a real live audience, learning from your peers, and giving you the experience of working in a group setting (much like in a job setting). As a group, you will need to make decisions about what to write about (focused and narrowed topic – public concern), how to revise, decide to follow a timeline, choose to meet online or have face-to-face meeting dates/times, determine how each student will participate (and you all **MUST** show up as having written substantial sections in the GOOGLE doc), and whatever else you can come up with to help the process along. **NOTE:** AVOID writing about topics you have not personally experienced. Look for common ground. **ALSO, DO NOT** write a paper that encompasses ANY other individual’s previous English paper for this class or for any other class. The instructor will always find out. Do not use ideas related to or previously written essays of yours for this assignment.

Assignment. As a group, you will need to come up with a focused and narrowed topic that allows you to explore a mainstream concept (see CEL Ch. 5) and either **challenge it** or **support it**. (Mainstream concepts means a majority opinion that exists among the public.) *Yes, the essay is persuasive and should have a revelatory thesis and claim.* You will help readers understand the concept that exists in the mainstream, and then you will help readers understand **your** point of view. You can choose controversial topics or an everyday type of topic. (Topics **not eligible** for this assignment: Gun Control, Abortion, and Cloning – or any law that is likely not to be changed like separation of church and state i.e., prayer in school, or health care – the Affordable Care Act - - these topics are just too big to be well developed and written on well in five to seven pages.) **Stick to topics you know based on your own experiences.** For example, if you all are volunteers, explore an aspect of volunteerism or charity. Or, explore a decision to live on campus during college next year. Stick with what you know. **THE MORE SPECIFIC and FOCUSED THE BETTER.**

MORE ON THE BACK ...

Criteria

- **APA** documentation USE the OWL at PURDUE site for help.
- WRITE TOGETHER ! Research TOGETHER! CREATE One Voice.
- At least 4 outside CREDIBLE sources. Use a mix of popular and academic scholarly sources. You will lose at least **HALF CREDIT** if all your sources are popular sources. *(You should know what scholarly sources are from the Digital Library videos. You should be able to also know how to find CREDIBLE, scholarly sources.)*
- One source may be a personal interview with an expert.
- A counterargument and concession must be present. The paper must explore **all** sides.
- Write collaboratively in BEARWORKS / Google Drive (One person submit to www.TURNITIN.COM)
- Every member must type in the document during the writing process as evidenced by the viewable edit functions. If your name and color code isn't present in BearWorks, it means you haven't worked on the paper, and you may not receive a grade. So, do NOT type under someone else's login. **You** must log in to Bearworks under your own account when you are writing to receive credit for the assignment.
- 5-7 pages (minimum and maximum)
- Reflective letter – worth 50 points as a separate grade.
- There will be a presentation component for the paper findings, and a specific rubric will follow.

Reflective Letter – due the same day as the essay

After the essay is complete, the student group will turn in a **1.5 - 2 page collaboratively written reflection included in the group leader's B.W. folder** that develops the following information:
Each bullet point could be a paragraph in the letter to your instructor.

- Topic choice: Why did you decide to write about this topic? What message did you hope to convey and why.
- Did you effectively address an audience? Is the purpose clear and consistent?
- How you effectively conveyed the opinion of “the other side?”
- Quality of the work: How do you think the final revision turned out? Explain.
- Working collaboratively: What was it like to write an essay as a group? What worked well? What didn't work well?

Check Point 1: Due date: October 12, 2016

1. Type a proposal for your essay in your BearWorks / Google Drive Folder under our class period.
 - a. Describe the public concern your group paper will explore. Is it debatable?
 - b. Describe what the other side of the argument might say. Who are the naysayers and who are the members of the public who would most care?
 - c. Include at least two sources you're considering using and describe the authors and original publication source. Tell who the authors are (experts in what field of study). Look for scholars.

Check Point 2: Due date: October 17, 2016

1. The lead / Introduction and an outline of the paper in BearWorks / Google Drive Folder

Check Point 3: Due date: October 18, 2016

1. Be ready for peer review of your paper with another group. (-10 if not ready for peer review date.)
Final Draft Due On: October 21, 2016