**1102: Stage #3**

**Presenting Discoveries Essay**

*1101 and 1102 are writing classes that use a variety of texts, including literature, as a means to inspire student writing.* ***FYW classes are not literature classes; they are writing classes.*** *Reading lists, assignments, and class schedules should reflect this focus.*

**Purpose of the essay:** As their final project in FYW@UWG, the “Presenting Discoveries” essay asks students to draw upon all they have learned about writing and their own writing processes in 1101 and 1102 to compose what we hope will be the most substantial, meaningful, and refined piece of writing of their career up to this point. This essay will build upon the work the students began in Stages 1 & 2 of 1102 (Researching Conversations and Proposing Perspectives). Because we conceive of this assignment as a sort of “capstone” project for our program, the bulk of the semester after midterm should be devoted to the invention, drafting, revision, and editing of this manuscript.

Students will:

* First, **recognize/summarize** **“what”** argument a primary text makes and then **analyze “how”** the author structured the argument rhetorically OR identify a personal interest related to your career trajectory or concerns or questions about particular careers and/or the rhetoric surrounding it/them.
* Next, **perform secondary research** involving at least two sources that are in conversation with the primary text in some way OR in conversation with your particular topic; the sources could relate directly to the primary text or your particular focus or relate to a critical issue with which the primary text or your topic engages.
* Identify valid sources: research sources **need not** be “academic” or “peer reviewed” in nature – newspaper/magazine articles, blogs, interviews, documentaries, etc. are preferable here.
* Finally**, join the critical conversation** surrounding this primary text OR your topic by adding a unique argumentative voice.
* Articulate this distinct argument in the **thesis statement (organizing idea)**. While the argument might not be “entirely original,” challenge yourself to look at what the critical conversation is saying across multiple texts and try to add something unique to the scope of the conversation.
* Support this argument by continuing to privilege **direct reference to your sources** (quotes over paraphrasing, narrating a visual scene over a plot summary) when engaging with textual evidence.
* Further develop and employ **Information Literacy** of the myriad genres/outlets/forms that information in the “Information Age” takes and begin recognizing their varied (and often conflicting) purposes.
* Further develop a **practical understanding of any format convention** (MLA, APA, Chicago). Students may choose to practice the format conventions of their major rather than privileging MLA.
* Continue practicing the **dual role of topic sentence**, developing internal and external organizational conventions by writing topic sentences that both introduce the argument the paragraph makes and help advance/structure the paper’s overall argument.
* Continue developing **genre awareness** of the sources/voices involved in the critical conversation.
* Continue developing an understanding of how the texts we read and write academically are “**intertextual**,” meaning they contain multiple voices that need to be distinguished and credited appropriately.
* 7-9 pages paper length.