

WRT 105 – Looking for Love in the 21st Century
SPRING 2017: Tuesday/Thursday, 3:25-4:40PM, Rush Rhees G108A

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Office Hours: Tuesday/Thursday, 2:00-3:00PM or by appointment

Class Librarian (Humanities): Mantra Roy (mroy@library.rochester.edu)

Class Librarian (Sciences/Engineering): Zari Kamarei (zkamarei@library.rochester.edu)

Course Texts:

- Ansari, A. & Klinenberg, E. (2015). *Modern romance*. New York, NY: Penguin.
- Plato (1989). *Symposium*. (A. Nehamas & P. Woodruff, Trans.) Indianapolis, IN: Hackett Pub.
- The remainder of course texts can be found on the Blackboard page (learn.rochester.edu)

Course Description:

Finding romantic partners and winning their affections have been central concerns throughout human history. But our tools in this search have radically changed in the last 20 years. How have these changes impacted those looking for love and the relationships they form? What do these changes mean for the idea of love itself? To understand this shift, course texts will survey multiple eras of romantic fiction (from Marie de France's *Lais* to modern short stories), communication (love letters to flirty texts), and intellectual inquiry (Plato's *Symposium* to psych research), with a special focus on how the changes have impacted non-normative relationships and cultural minorities in the US. We will use reflective and analytical writing to deepen our thinking on these themes and develop our writing skills, using instructor and peer feedback and reflection to draft and revise a few short papers and an 8-10 page argumentative research paper.

Course Objectives:

Full course objectives can be found on <https://writing.rochester.edu/courses/alternativecriteria.html>

In the context of the course, I hope that you are able to...

- Demonstrate a “critical awareness” of your own writing and writing process
 - Design a personal revision process that best fits your strengths and weaknesses
 - Be able to effectively use visual elements to support your texts in online platforms.
- Generate and refine thinking using informal writing strategies
 - Reflect meaningfully on preconceptions about love using writing
 - Arrive at new ideas about the purpose of love in class and at home.
- Be able to incorporate others’ views on the “search for love” both through class discussion and written sources
 - Be able to respectfully and thoughtfully engage with others’ opinions
 - Cite source material appropriately using APA style
- By the end of the course, write an essay with a clear problem/question relevant to the material we discussed, a clear thesis statement about the problem, and successful organization.
 - Effectively structure the introduction and conclusion and convey topic clarity
 - Write with a logical flow, using transitions within and between paragraphs
- Use the English language in a style appropriate to the genre of academic writing
 - Understand how to blend your personal voice with academic prose.
 - Use words that convey an appropriate tone
 - Flexibly use language to engage reader interest

Course Policies

Creating a Collaborative Environment:

Some of the topics we cover will reveal profound cultural differences. Given the meaningful and personal nature of many of these topics, *the only way* we can effectively discuss them is in an environment where we can respectfully share our opinions and debate perspectives. Thus, our engagement with this material must be critical and relevant, demonstrating a respect both for the characters presented and for the experiences of other group members. As your instructor, I will make every effort to ensure that an inclusive environment exists for all students. Disrespectful behavior will not be tolerated.

Potentially “Triggering” Material or Emotional Distress

The issues discussed in this class are not just intellectually fascinating puzzles, but personally meaningful topics. To reduce the impact, I will do my best to provide “trigger warnings” about potentially distressing material to help students prepare. However, I do expect students to engage with such material when possible. I am willing to discuss how to make such conversations easier as a class.

If individual students find it difficult to participate in general or with regards to a particular topic, I am also available during office hours to check-in and problem-solve to find a way to make class participation work

Even then: Some material covered in class may cause you to have questions or need help that I cannot provide in my role. The University Counseling Centre (UCC) here at the University of Rochester is a confidential place to seek help with any issue and is free to students. You can access the University Counseling Center by calling (585) 275-3113 or at <http://www.rochester.edu/ucc/>.

Accommodations and Writing Support

Please know that this classroom respects and welcomes students of all backgrounds and abilities, and that I invite you to talk with me about any concern or situation that affects your ability to complete your academic work successfully. However, there are many resources available to students:

Center for Excellence in Teaching and Learning (CETL)

CETL is a resource available to all students in the College. All kinds of students with all kinds of GPAs and academic records make use of our programs. We work with strong students who wish to become even better, as well as with students who have not yet tapped into the strategies needed to succeed in college, and everyone in between. We offer an extensive study group and Workshop program, individual study skills counseling, study skills workshops and a study skills course, and disability support. We are located in 1- 154 Dewey Hall on the River Campus. To make an appointment or to learn more, stop by our offices, call us at (585) 275-9049, or send an email: cetl@rochester.edu.

Writing, Speaking, and Argument Program (WSAP)

At the University of Rochester, we all communicate as writers and speakers, and every writer and speaker needs an audience. The Writing and Speaking Center is a free resource available to all members of the University--undergraduate students, graduate students, faculty. The Writing and Speaking Center welcomes visitors who are at any stage of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a Speaking Fellow at any point as they are developing or practicing a presentation. To learn more about the Writing and Speaking Center's services and/or to find a tutor, please visit <http://writing.rochester.edu>.

Special Needs

Students with special conditions as addressed by the Americans with Disabilities Act who need test or other course materials furnished in an alternate format should notify me as soon as possible.

<http://www.rochester.edu/college/cetl/disabilities/requests.html>

Course Policies (Continued)

Academic Honesty:

Throughout this class, it is hoped that we all develop a deep and abiding respect for our own thinking and the thoughts of other thinkers (both our classmates and past thinkers). One core way to demonstrate this respect is through proper attribution for others' work, ensuring that we can trust that our thoughts are our own ("Academic Honesty"). Neglecting this hurts the integrity of the academic community.

As this is an important part of your growth, we will take many opportunities to discuss appropriate ways to cite others' material during class. If you are still unsure about what counts as academic dishonesty, please contact me *while your work is still in progress* and we can discuss it. However, academic dishonesty will be penalized once an assignment has been handed in, *including formal drafts* (e.g., 1st drafts submitted at deadline). Below is the Writing, Speaking and Argument Program and the College's official statement on academic honesty:

"As members of an academic community, students and faculty assume certain responsibilities, one of which is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends. A common form of academic dishonesty is plagiarism: the representation of another person's work as one's own, or the attempt "to blur the line between one's own ideas or words and those borrowed from another source" (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>). More specifically, plagiarism is the use of an idea, phrase, or other materials from a written or spoken source without acknowledgment in a work for which the student claims authorship.

Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers purchased online and turned in as one's own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

A student can avoid the risk of plagiarism in written work or oral presentations by clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

In all cases of suspected plagiarism or other forms of academic dishonesty evident, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, and informal writing assignments. In cases where academic dishonesty has been established, the typical penalties for a first event are as follows:

- **Informal assignments:** the work fails to meet assignment criteria and earns no credit (which, according to the syllabus, may or may not affect course grade); the penalty is a 1/3-letter-grade reduction in the final course grade.
- **Rough drafts of formal papers:** the student may write a new draft for a final paper grade; the penalty is a 1/3-letter-grade reduction in the final course grade.
- **Final draft of a formal paper, presentation, or multimodal project other than the 8-10-page argumentative research paper:** the work fails to meet assignment criteria and earns a 0.
- **8-10-page argumentative research paper:** The paper earns a 0, and the course grade may not be higher than C-.

As required by College policy, all instances of plagiarism are reported to the College Board of Academic Honesty. For the complete College honesty policy, see <http://www.rochester.edu/college/honesty/index>."

Course Components and Evaluation

My central commitment as your professor is not to compare or rank students, but to help you as you work towards the above learning objectives/goals. Therefore, every aspect of this course was designed to promote your growth. Each assignment type is specified below along with the grading component and evaluation.

In-class participation (7%): This course is based heavily on discussion and group work. It is therefore critical to your learning as well as that of your classmates that you arrive on time and participate fully in class. Additionally, in order to engage fully, it is expected that you have made a good faith effort to complete the day's readings.

Grading. All students will begin with a full participation score (5) and may lose:

- .5 each day that lateness, lack of preparation, or lack of participation affects class progress
- 1 each *unexcused* absence

Excused absences. Let me know about unavoidable conflicts and we can plan ahead and work together to avoid impacting group work + incurring penalties. After a class is missed, it cannot be excused.

Informal Homework Assignments (15%): The course will include several "informal" writing assignments to develop writing skills and reflect on our growth. These will be graded as "Complete" (1) if they fulfill all length requirements and satisfy the instructions. If you complete 1/4th or more of the prompts/length, you will be eligible for an "Incomplete" grade ($\geq .25$).

Late assignments. As informal assignments are "paced" to in-class material, I will only be able to accept an assignment one class later (i.e., the following Tuesday/Thursday) with a .5 penalty.

Revision. Informal assignments rated as Incomplete will be able to be filled out for half the difference between their Incomplete score.

NOTE: Late assignments cannot be revised.

Peer Review (10%): Peer Review is key to our growth as writers. These activities will be graded on the same Complete (2) or Incomplete ($\geq .5$) scale. Due to expected length, FA4 feedback is worth double (4/1).

Late feedback. Because feedback is key to your peer's development, we will NOT be able to accept any late feedback (automatic 0). Please plan ahead with your instructors/peers.

Late first drafts. Late first drafts/missing will constrain your peers' ability to provide timely review and will carry a penalty of -.5/day late. Additionally, peers may receive reduced review requirements.

Formal Assignments (63%): Formal assignments will be the centerpiece of our writing development over the semester. They're graded on an A through E scale (see grading scheme below).

Revision. Each formal assignment will be anticipated by an ungraded first draft, allowing students to receive feedback before submission. However, assignments cannot be revised once they receive their final grade.

Late assignments. Late formal assignments will lose one third of a letter grade for each 24-hour period (including weekends and holidays) they are past due (an A paper one day late will receive an A-, two days late, a B+).

Proposal Presentation (5%): As we approach the end of the course, each student will have developed their own unique argument about love. Since we won't have time to read each student's paper, we will share our ideas through presentations of our proposed final paper.

Revision. Presentations cannot be revised once delivered.

Late assignments. Due to limited class time, we will not be able to schedule any late presentations to the class. However, students will be able to present their materials to the instructor at a later date for a FULL LETTER GRADE PENALTY. Arrangements will be made with the instructor.

Summary of Grading Scheme

Informal Assignments:	15%
Class Participation:	7%
Peer Review	10%
Formal Assignment 1 (2-3 pages):	9%
Formal Assignment 2 (1000-1500 words):	18%
Formal Assignment 3 (3-5 pages):	12%
Presentation of Proposal:	5%
Formal Assignment 4 (8-10 page research paper):	24%

Exceptions/Extensions:

Note that while many of the above assignments have late penalties (spelled out on the previous page), I would like to be able to work with you if you have an unavoidable conflict. If you check in *ahead* of deadlines, I'll do my best to work with you and your peers to accommodate the conflict without affecting anyone's learning.

Grade Adjustments:

Please note that any adjustments to grading rubrics or grading scheme will be applied to the class as a whole. This helps ensure fairness across the class.

Guideline to Grade Interpretation

Paper/Presentation	Grade	Score	Final Grade
Generally accomplishes expectations effectively. (May need tweaks here/there)	A	95 – 100	Solid work across all assignments, producing promising writing.
	A-	90 – 94	
Effective in some ways, but not others.	B+	87 – 89	Most assignments completed well with minimal gaps in course work or writing that has room to grow.
	B	83 – 86	
	B-	80 – 82	
Sufficiently carries out expectations, but in a way that could be strengthened with revision.	C+	77 – 79	Coursework suggests student is sufficiently prepared for upper-level writing courses.
	C	73 – 76	
	C-	70 – 72	
Fails to meet key criteria for the assignment.	D+	67 – 69	<u>DOES NOT SATISFY THE PRIMARY WRITING REQUIREMENT</u>
	D	63 – 66	
	D-	60 – 62	
	E	≤ 60	

Looking for Love in the 21st Century: Course Schedule

Tu/Th 3:25 - 4:40 PM

Rush Rhees G108A

Notes:

As with everything else in this class, this schedule will be constantly revised based on class discussion, student interests, and teaching needs. Any changes to the syllabus will be announced in class and on Blackboard.

A&K: refers to the Ansari & Klinenberg (2015) textbook.

IA: Refers to Informal Assignments. See Blackboard for full instructions plus submission portal.

All remaining readings will be made available on Blackboard organized by date & author.

UNIT 1: HONING YOUR UNIQUE POINT OF VIEW			
Day	Date	Topic	Assignments Due
Thur	1/19	Introductions (to syllabus + each other) In-Class Diagnostic Essay	Please review syllabus (Optional) “Getting to know you” activity
Tues	1/24	Syllabus Pt. 2 Finding “The One” through the Ages Engaging Different Texts	Reading: <ul style="list-style-type: none"> • A&K: pp. 11-42; 71-91 • NPR Story Corps • de’France: Chaitivel • Rudder (2009): Dating Habits
Thur	1/26	Audience and Writing Introduction to Formal Assignment #1	Reading: <ul style="list-style-type: none"> • A&K: pp. 42-56; • Rudder (2009): What to Say in a First Message • Rawlins (2004): What Good Writing Is • Vonnegut (1980): How to Write with Style <p>IA #1: How does writing consider audience? Complete Doodle poll for class screening</p>
Tues	1/31	Finding Partners Finding Evidence	Reading: <ul style="list-style-type: none"> • Patel et al. (2014): <i>Meet the Patels</i> • A&K: pp. 106-122 <p>IA #2: Engage with the film’s argument</p>
Thur	2/2	Making your Case	Reading: <ul style="list-style-type: none"> • A&K: pp. 123-147 • Lemmey (2013): Digital Dark Spaces • Rosenwasser & Stephen (2000): Recognizing and Fixing Weak Thesis Statements
Tues	2/7	Peer Review Day	First Draft of Formal Assignment #1 due in class Include Reflection + Questions for Reviewers Peer Review due @ Midnight
Thur	2/9	Voice and Revision Instructor Comments Returned	Reading: <ul style="list-style-type: none"> • Sommers (1980): Revision Strategies • Elbow & Belanoff (2000): Kinds of Responses

UNIT 2: APPLYING SCHOLARLY LENSES			
Day	Date	Topic	Assignments Due
Tues	2/14	Purpose of Love Scholarly Dialogue	Reading: <ul style="list-style-type: none"> • Plato: <i>Symposium</i> (First 5 speakers) IA # 3: Capture a theory
Thur	2/16	Library Day #1 (Instruction Suite A): Purpose of Love (continued) Using Evidence Introduction to Formal Assignment #2	Reading: <ul style="list-style-type: none"> • Plato: <i>Symposium</i> (Last 2 speakers)
Mon	2/20	---NO CLASS (Assignment due)---	Final Draft of Formal Assignment #1 due by 5PM
Tues	2/21	Hookup Culture Applying Theories to Evidence: BEAM	Reading: <ul style="list-style-type: none"> • Buss (2006): Strategies of Human Mating • Reid et al. (2011): Casual Hookups to Dates • Hookup Culture Video IA #4: Engage with Theories
Thur	2/23	Advice Culture & Pickup Artists Bringing Theories into Dialogue BEAM (continued)	Reading: <ul style="list-style-type: none"> • Cosmopolitan & Ask-Men articles IA #5: Applying Theories as Methods/Arguments
Tues	2/28	Peer Review Day	First Draft to Formal Assignment #2 Include Reflection + Questions for Reviewers
Thur	3/2	Relevance and Rhetorical Grammar	Reading: <ul style="list-style-type: none"> • Handouts on Blackboard Written Peer Review due by Class Time

UNIT 3: EXAMINING MATERIALS			
Day	Date	Topic	Assignments Due
Mon	3/6	---NO CLASS (IA#7 due @ Noon)---	IA #6: Proposal Sketch and Likely Resources
Tues	3/7	Library Day #2 (Instructional Suite A): Introduction to Library Resources	Reading: <ul style="list-style-type: none"> • Finkel et al. (2012): Online Dating. pp. 23-49
Thur	3/9	Library Day #3 (Instructional Suite A): Finding & Evaluating Sources	Reading: <ul style="list-style-type: none"> • Handout on Blackboard IA #7: Please post your research topic map to Blackboard
Tues	3/14	SPRING BREAK	-----
Thur	3/16	SPRING BREAK	-----
Sun	3/19	---NO CLASS (Assignment due)---	Final Draft of Formal Assignment #2 due on Bb
Tues	3/21	Authentic Research Questions	Reading: <ul style="list-style-type: none"> • Gage (2001): Asking Questions, Generating Ideas • Finkel et al. (2012): Online Dating. pp. 1-9 IA #8: Bounds of the Literature
Thur	3/23	Peer Review Day	First Draft to Formal Assignment #3 Include Reflection + Questions for Reviewers
Tues	3/28	Maximizing the Proposal Format Evaluating Value to the Literature	Reading: <ul style="list-style-type: none"> • CRAAP Test Handout Peer Review due by Class Time

UNIT 4: SHARING YOUR INSIGHTS, ESSAY STYLE			
Day	Date	Topic	Assignments Due
Thur	3/30	Crossing Cultures: In Dating & Writing	Reading: <ul style="list-style-type: none"> • A&K: pp. 150-176 • TBA IA #9: Critique Ansari & Klinenberg Please Sign up for Instructor Conference Time
Tues	4/4	Presentation Skills Deception/Infidelity	Reading: <ul style="list-style-type: none"> • Ted Talks (see Bb) IA#10: Relationship between writing & Presentation
Thur	4/6	Presentation Skills Scientific Research on Attraction	Reading: <ul style="list-style-type: none"> • Readings TO BE ANNOUNCED • Talks (see Bb) IA #11: Select a Reading for your Peers
Sat	4/8	---NO CLASS (Assignment due)---	Final Draft of Formal Assignment #3 due at 10AM
Tues	4/11	Presentations: Day 1	Reading: <ul style="list-style-type: none"> • Peer-suggested IA #12: Presenter Feedback (In-class)
Thur	4/13	Presentations: Day 2	Reading: <ul style="list-style-type: none"> • Peer-suggested IA #12/13: Presenter Feedback (In-class)
Tues	4/18	Presentations: Day 3	Reading: <ul style="list-style-type: none"> • Peer-suggested IA #13: Presenter Feedback (In-class)
Thur	4/20	Peer Review Day	First Draft to Formal Assignment #4 due in class Include Reflection + Questions for Reviewers
Mon	4/24	-----	Peer Review due Monday @ 5PM
Tues	4/25	Revising around Flow/Cohesion	Reading: <ul style="list-style-type: none"> • Elbow (2006): Rethinking Organization Handout IA #14: Writing Concept Map and Outline
Thur	4/27	Class Goodbye	Please Attend Instructor Conferences Time
Tues	5/3	Catch-Up Day (Check Bb to see if we're meeting)	IA #15: Reflection on Growth in Course Please Sign up for Instructor Conference Time

Formal Assignment #1

“I think you should....”: Developing an Argument

Description:

We have been discussing the central role of academic conversation in producing meaningful knowledge. We have also begun examining the way that academics account for the multiple positions in this conversation through careful consideration of counterarguments within their own writing. This assignment asks you to state a position in the form of an argument about material we have been looking at in class.

Already in this class, we have encountered a variety of approaches to “Looking for love” (e.g., online dating sites, geosocial apps, going to parties, meeting friends at work, blind-dates/arranged, finding someone in your neighborhood, etc.). People looking for love might wish to try all of these approaches, but each have their own benefits and drawbacks.

Write a 2-3 page argument using any material we have encountered in class (e.g., *Story Corps*; *Modern Love*; *Meet the Patels*) to advocate for or against the use of one of these approaches. Be sure to include your thesis and strong arguments for your case. Your paper should also include analysis of one or more counter-arguments (e.g., advantages if your argument is against the approach; disadvantages if it’s for the approach), but should make efforts to account for these counterarguments.

Audience:

Imagine a young adult reader (22-30), who is knowledgeable of all the approaches we’ve discussed so far. Picture a “resistant reader,” someone who disagrees with your position and will be difficult to convince. They will need to be persuaded of your argument and may have multiple internal reasons of their own for favoring this approach that they would need to give up to be convinced.

Expectations/Grading Criteria:

- *Clear statement of thesis*
- *Thoughtful analysis of the partner-finding approach you selected and why you recommend people use and/or avoid it.*
- *Meaningful consideration of possible counterarguments (at least one)*
- *Refutation and/or “accounting for” each counterargument raised*
- *Effective use of evidence in service of your argument*
- *The paper’s organization helps guide the reader through your analysis and supports your ultimate thesis*
- *Grammar, including sentence structure, punctuation and paragraph structure should be effective and appropriate for your specific audience.*

Length requirement: The final submission should consist of 2-3 full pages of prose.

Deadlines

First Draft due 2/7/17 on Google Drive at the beginning of class.

Peer Review comments due at midnight that night

Final Draft due 2/20/17 on Blackboard by 5PM

Submission Guidelines:

This assignment should be written in standard American English, using style-guidelines in the APA manual for citations (<https://owl.english.purdue.edu/owl/resource/560/01/>). Thus, it must be in standard Times New Roman, 12-point font, double-spaced, and with 1” margins.

Formal Assignment #2

The Think-Piece: Using Academic Lenses to See the World Differently

Description:

Perhaps the most thrilling part of entering an academic conversation is the opportunity to see the world differently: Academic dialogue provides arguments for other authors to engage with and ways of seeing the world for other authors to use. Once these approaches are created, they can be used by other writers to help us see what's around us in a deeper, more complex way. This assignment asks you to explore that process of illuminating the world by working with the ideas of some of the writers we have discussed in class. Taking it one step further than attempting to reveal a new way of thinking to other academics, this assignment will ask you to apply these authors' thinking to a recent pop-culture phenomenon, trying to help the average person see the world through the eyes of an academic.

For this assignment, you will be playing the role of an academic contacted by the editor of a popular online periodical (e.g., Vox; The Atlantic). As they get ready for the run for Valentine's Day, the magazine would like to invite readers to think about some more complex ways of thinking about love, and have asked you to write a brief piece sharing your thoughts about the great theories out there using well-known source material to get readers' attention. Their goal is that you demonstrate for them how a set of theories in conversation can give life to some that others might take for granted. Given that this will be posted to a website, the editors expect you to:

- curate images/graphs/video clips that will help serve your argument and carry the reader through
- come up with a catchy title that conveys your argument while drawing readers in
- use an example relationship that would be widely known

Try and present how a famous romance (e.g., movie, TV, literary; not restricted to class material) reveals a deep truth about love. To do this, you will be asked to use arguments of at least two of the thinkers we have discussed in class (e.g., Buss; Freud; Plato) to demonstrate to the reader how this famous couple helps us understand their theories. Try to place these thinkers in dialogue with one another by (1) exploring ways that their thinking complements and builds off of one another; (2) highlighting ways they might offer different takes on the same phenomenon; (3) or reveals a common limitation to both theories.

Note, that placing the authors in dialogue will require more than just applying one model at a time. Create a clear thesis statement that explains how they fit together: Does one framework explain the relationship *better*? Do the arguments do a better job together than alone? Does the relationship help reveal one way they both overlap? Do both thinkers fail to explain the relationship for some shared reason?

Audience:

Readers with no background knowledge of the existing academic conversations on love, but with a *thorough* knowledge of whatever pop-culture phenomenon you are discussing thanks to hours of rewatching. These readers, however, are coming to you for your "expert" opinion, and still expect clear, academic prose.

Learning Objectives/Grading Criteria:

- *Thoughtful analysis of the arguments made by the two writers you discuss*
- *Effective application of their theories to an existing relationship*
- *Clear, guiding thesis statement*
- *Effective use of evidence from target material*
- *Effective integration of theories from prior thinkers*
- *Appropriate use of supporting images and/or clips*

Deadlines

First Draft due 2/28/17 at the beginning of class.

Peer Review due 3/2/17 at the beginning of class.

Final Draft due 3/19/17 by 11:59PM

Submission Guidelines:

This assignment should be written in standard American English. It will be submitted to the class blog-page, with all posts made by class time on the due date. It should consist of 1000-1500 words of prose. Citations should be presented in a style appropriate to an online resources (e.g., nested links; footnotes).

Formal Assignment #3

Research Proposal and Annotated Bibliography

Description:

Our previous assignments have asked you to consider your answers to authentic questions, to test those answers through dialogue, and to consider the ways in which other writers' arguments exist in a dialogue with one another. This assignment will ask you to combine these approaches and to include your own arguments within the academic conversation already begun. Thus, you will be creating a research proposal and an annotated bibliography.

This assignment is designed to help you with the significant task of writing your final research paper. By asking you to begin considering your authentic question, your potential answers to that question, and to research scholarship on this topic early, you will be in a good position to write a lengthy 8-10 page paper. The habit of allowing plenty of time for various stages in the paper writing process is helpful to adopt early academic career, especially in preparation for writing even longer papers and completing large projects in your upper-level classes in any discipline

Proposal: Write a 2-3 page research proposal that outlines your own authentic research question, which can be about anything you like within the scope of the class. You can develop ideas you have about one of the ways of looking for love we've encountered in class or you can consider an entirely new issue. Your proposal should describe your source/topic, set up a background of questions engaged by other scholarly writers, and end with your own authentic questions. You will be contributing an original argument and should do more than simply report on knowledge that has already been established. Instead, your goal is to join this conversation and meaningfully contribute your ideas and analysis to it. Based on this, you should include in your proposal a provisional thesis statement.

Annotated Bibliography: You will also be required to provide an annotated bibliography to help you manage your sources. In this bibliography, cite at least five of the main sources you will use to conduct your argument (at least three scholarly sources) using APA formatting. For each source please annotate it with the following information:

- A brief (2-3 line) description of each source will be used in your argument (i.e., in terms of BEAM framework)
- A longer (4-6 sentence) description of why you believe this particular source is valuable to your argument.

Audience:

Imagine a reader who is a member of our class, who is knowledgeable of our course topic but may not buy into the value and attractiveness of your proposed contribution to the scholarly conversation you plan to join.

Learning Objectives/Grading Criteria:

- *Ability to formulate an authentic research question*
- *Ability to articulate how the research question contributes to the existing literature*
- *Ability to state a clear, thesis statement (even if it's tentative!)*
- *Convincing justification of the relevance & usefulness of at least five sources (3 of which are "scholarly sources")*
- *Word choice, technical language, and writing style appropriate for your audience*
- *Grammar, including sentence structure, punctuation and paragraph structure should be correct and effective and appropriate for your specific audience*

Deadlines

First Draft due 3/23/17 at the beginning of class.

Peer Review due 3/28/17 at the beginning of class..

Final Draft due 4/8/17 at 10AM.

Submission Guidelines:

This assignment should be written in standard American English, using style-guidelines in the APA manual. It must be in standard Times New Roman, 12-point font, double-spaced, and with 1" margins. It should consist of 3-5 pages of prose.