

## Writing 101 Final Seminar Paper Assignment, Spring 2016

Complete and polished drafts due via email on 4/19 at 9:00pm

Final draft due 5/2 via Sakai at 9:00am

7-10 pages, plus Acknowledgements and Bibliography

Your seminar paper is the culmination of your hard work for this course. It is intended to be an occasion for independent thought, an opportunity for you to become an expert on a particular topic, and an invitation for you to make an original and serious contribution to a scholarly conversation. As such, your final course grade will heavily reflect the work you do for this paper and the research assignments leading up to it. Please read the following expectations carefully, and ask me if you have any questions.

**Topic:** The topic of your final paper is up to you, so long as it speaks to the general themes of our course (conceptions of freedom, ideals of justice, and/or practices of imprisonment). Instead of thinking in terms of a topic, I urge you to think in terms of a question, problem, or criticism that you want your paper to explore in depth. In other words, design your project around what you want your writing *to do*, rather than what you want to write *about*.

The project must connect somehow to the general themes of the course. This connection may be a matter of the sources you draw on, the questions you pose, the political or philosophical issues you engage, or the concepts you explore. In any case, it is up to you to make this connection legible to me, your reader. Make sure I can see how the paper builds on our class.

You will refine your project design through conversations with me and your peers. For now, I strongly encourage you to begin early by brainstorming questions about a topic or theme that has interested you during the semester. This is an opportunity to pursue an intellectual spark.

**Overview and focus:** A central task of the paper is to map an ongoing scholarly conversation, and then make a contribution to that conversation. This requires research—you have to know what scholars are saying about a topic, where they agree and disagree, and where *you* will enter the conversation.

A good way to do this is to formulate your general question or topic in a clear and accessible way, then present existing scholarship on that question/topic, and then narrow your question/topic in light of the voices that have already shaped the conversation. How you do this is up to you, but be sure to give me a broad picture of your topic/question *and also* a refined picture of the particular contribution you make in relation to the existing scholarly conversation. You do not need to account for *all* or *most*, work done on an issue in a particular field. Your task is to show me the basic contours of the conversation and dive in.

Your research in March will allow you to focus your topic. Once you have a focused topic, you will need to do more research on your specific area of inquiry. Because research generates topics and questions, start researching now.

*A preliminary statement of your research topic and focus is due in hard copy in class on 3/9.*

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**Sources:** Your main sources will be independently researched articles from academic journals and scholarly books, both of which are available through the library. You are encouraged to also consult non-academic texts such as journalistic and opinion pieces, policy papers, etc. Finally, you are required to incorporate at least one assigned reading from our course in your paper—ideally, to connect your inquiry to course themes.

*You will be introduced to scholarly research during our consultation with a Duke librarian on 3/9.* However, you should begin your research now by exploring sources in the library. If you don't know where to start, the library's help desk is a good place.

*You will refine and evaluate your sources in an annotated bibliography, due 3/25.* Further details on that assignment will be given closer to the due date.

*Note:* you will skim, deeply read, and possibly even write about some sources that, in the end, *will not make it into your paper*. That's normal for this kind of assignment; it is necessary for selecting a topic and taking a stand in a scholarly discussion. Research is a long process that gathers direction slowly. Begin now.

How you engage your sources is up to you. It may be productive to work closely and extensively with a particular source, or you may give several sources equal attention, in order to show me the voices in a particular discussion. We will discuss techniques for engaging sources during Weeks 11 and 12.

**Class support for independent work:** During the month of April, all of our class meetings are dedicated to helping you develop your final seminar paper. You are expected to participate in class meetings fully. Although I have particular themes and activities designed for each class, the real content of the course will be *your* research and writing process. Therefore, you need to be actively and energetically pursuing your final project in order for our class meetings to be productive and helpful for you.

**UWC meetings:** You will meet once with our class's Undergraduate Writing Consultant (UWC) to discuss your draft. You may schedule your meeting for Week 13 or Week 14 (4/4- 4/15). Think about where and when feedback will help you most: earlier, or later, in the drafting process? Since a full draft is due on 4/19, I recommend meeting with the UWC sooner rather than later, and then following up with a Writing Studio appointment if necessary, later in the process.

**Partial drafts:** Partial draft 'updates' will be due on Wednesday 4/6 and Wednesday 4/13, via Sakai, before class.

**Full draft due date:** On 4/19, you will email a full draft of your paper to me and two of your peers, whose papers will also be emailed to you. You will print, read, and review your peers' drafts in preparation for class on 4/22.

**Group workshops:** In class on 4/22, each paper will be peer critiqued for 20 minutes. You will leave with substantial feedback for the revision process. You are responsible for providing serious, constructive, and thoughtful feedback to your peers.

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**Revisions:** Following the group workshop on 4/22, you will fully revise your paper for submission on 5/2. It is up to you to manage your time well. Obviously, the more complete your draft going into the group workshops, the more efficient the revision process will be. *I highly recommend beginning and finishing your first draft early, getting feedback from the UWC early, and revising again before 4/19.*

**Style:** You are expected to use *Chicago style* citation, quotation, and bibliographic documentation for this paper. Please refer to the citation guide distributed in class. You must provide documentation for all paraphrases, quotes, and summaries as per those guidelines, and you must provide a Bibliography page. *Your paper must be typed in 12 pt Times/Times New Roman font, double-spaced, with 1-1.25 inch margins. Please include page numbers.*

**File format:** Because your peers and I need quick access to your paper, it must be saved in MS Word .doc or .docx format. The first element of the filename must be your last name (i.e. “WhittFinalPaper.doc”)

**Plagiarism and intellectual dishonesty:** Do not jeopardize your Duke career by incorporating undocumented sources. Cite every paraphrase, summary, or quotation, and *never* paste in text that is not your own writing (even from your notes!). *Do not pass off the work of others as your own.* You will not be given a chance to rewrite a plagiarized paper; rather, you will be failed for not completing the course’s major assignment and referred for disciplinary action. If you have any questions about plagiarism or incorporating or citing any materials, ask me *before* you turn in your assignment.

*Tip:* Make an appointment with the Writing Studio to look over your nearly final paper in mid-April. With your consultant, note where you have incorporated the ideas or words of others, and be sure that the citations are evident to your consultant.

**Acknowledgements:** You must include an Acknowledgements paragraph at the end of your paper. In this brief narrative, be sure to make evident the origins of your paper, as well as intellectual influences (former teachers, classmates, particular conversations, experiences, etc.) that shaped your thinking and writing.

**Publication:** You are strongly encouraged to submit your work for publication in *Deliberations*, Duke’s journal of first-year undergraduate research, or another similar venue. We will discuss this more in class.

**A note about grades:** This major assignment brings together several smaller assignments (project statement, bibliography, workshopping) in addition to the final paper itself. Successful students will take all of these assignments seriously, using them as opportunities to explore topics, enrich their thinking, and design and refine their projects throughout March and April. Since the majority of your grade comes from this long process, *do not think of your grade as simply resting on a ‘final product’*. Focus on the whole process.

## Project schedule

### Week 9

Wed, 3/9: **Paper 2 project statement due** in class in hard copy.  
**Class meets with Librarian** to learn research techniques  
Begin independent research!

Fri, 3/11: **Class cancelled.** Continue independent research.

### Week 10: Spring Break

### Week 11:

Wed, 3/23: For class: Continue independent research.  
Bring *one* bibliography source to present to the class.  
Source should be fully read and annotated.  
Bring laptops.

Fri, 3/25: **Annotated Bibliographies due** by 8:00pm via Sakai.  
For class: Bring *another* bibliography source to present to the class.  
Source should be fully read and annotated.  
Bring laptops.  
Volunteers needed for Wed and Fri workshops.

(**Blog check:** By class time, students should have written *a third* response on a peers' post)

### Week 12

Wed, 3/30: In class: Paper rough planning workshop. Bring all paper materials!  
(Students are encouraged to begin drafting their papers immediately after class.)  
(Schedule UWC meetings now.)

Fri, 4/1: For class: Continue drafting paper. Focus on *rough* drafting!  
In class: To be announced

### Week 13:

Mon, 4/4: [No class] **UWC meetings begin** and continue through Week 13 and 14.  
(Do not postpone UWC meetings! Earlier is better!)

Wed, 4/6: **Paper 2 partial draft 1 due** via Sakai by class time.  
[Need volunteers to submit drafts early for workshop]  
In class: Paper 2 Self-Assessment 1; draft workshop

Fri, 4/8: In class: Draft workshop.

### Week 14

Wed, 4/13: **Paper 2 partial draft 2 due** via Sakai by class time.  
UWC meetings continue.  
[Need volunteers to submit drafts early for workshop]  
In class: Paper 2 Self-Assessment 2; draft workshop  
(Note: schedule may change to accommodate workshop with Vesla Weaver)

Thurs: 4/14: [No class] **Extra Credit Event: Vesla Weaver**

Fri: 4/15: In class: Workshop to be determined.  
**Peer critique assignment assigned.**

### Week 15

Tues, 4/19: [No class] **Paper 2 full draft due** to group members and me by 9:00pm via email

Wed, 4/20: In class: Peer critique assignment.  
(In class, you should be able to finish about 1/3 of the assignment due Friday)

Fri, 4/22: **Peer critique assignment due.**  
Bring annotated hard copies of both peer drafts, and your two feedback forms.  
In class: Peer critique workshop.

(Students are encouraged to begin revising papers immediately after class.)

### Week 16

Wed, 4/27: Final class; no assigned reading  
**In class: End of semester reflection.** Bring laptops.  
Course evaluations

Thurs, 4/28: Last day I am available for paper questions via meetings or email.

Monday, 5/2: [No class.] **Paper 2 due via Sakai at 9:00am.**  
**Writing 101 is complete!**