Group Sequence 5

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To Whom Much Is Given: The Power of Knowledge and Knowledge as Power
Or
Community and Communication: Equal Access and the Nature of Information

FRAMING QUESTION: As a University student, what information do you have access to that your community (as you define it) does NOT? How might you become an advocate and/or educator for your community on an issue of importance?

*Note: This sequence might follow one on Literacy, Identity (Who/How Are You), or Origin (Where Are You Coming From?/What Are You Bringing With You?)

PART I: WRITING TO COMMUNICATE (Low-Stakes Assignments)

Steps:
1. Define your sense of community.
2. Select an issue of particular relevance to that community.
3. Conduct Research about Research— that is, explore how other scholars/critics/advocates have compiled information about this issue or another similar issue in the past. How was this information ultimately engaged with the issue at hand? This step will include an introduction to “research realms,” and will also include a mandatory library database workshop with a librarian.
   a. Library (printed text)
   b. Databases
      i. General Academic
      ii. Topical
      iii. Mainstream/Net
   c. Ethnographies and/or Statistical Studies
4. Assignments:
   #1: Research Log: “Siphoning Information”
      • Students are assigned specific research realms, each requiring a detailed log/journal entry. As they conduct research, students log their process with a) description/summary of findings, b) evaluation of source (using Purdue OWL handout for Evaluating Sources), c) response or comments on their findings.
   #2: Communicative Writing Assignment
      • Students process their research and draft and design an informative pamphlet that targets chosen community as audience.
      • Alternative Assignment: Students write a letter-to-the-editor expressing their findings.
      • Students release their writing (pamphlet or letter) to its intended audience.
PART II: WRITING TO LEARN (High Stakes Assignments)

Steps:
2. Critical Thinking and Evaluating activities that raise awareness of larger ideas, allowing students to practice deconstructing Big Concepts to see how they might approach them in their writing. This includes: facilitated debates, Socratic Seminars, fishbowls, or any sort of rich classroom discussion.
3. Assignment: Major Critical, Multi-Sourced Writing Assignment
   • Students will write multiple drafts of a thesis-driven essay that examines the concepts of Digital Divide and/or Equal Access with regard to their effects on a local community. This essay will incorporate their writing-to-communicate research from Part I with larger concepts, as well as connect their own community with an issue of far-reaching importance.

MATERIALS:

- Library, Research Databases, Research Training Session
- Purdue OWL “Evaluating Sources” Handout
- Sample Pamphlets and/or OpEds to serve as models for Part I Assignment
- Community Interviews and/or Oral Histories.

TEXTUAL SUPPORT:


Citation: Hacker Manual, Norton Field Guide, or MLA Handbook for Writers of Research Papers.

Reporting Information: Norton Field Guide. Pp. 60-81


OUTCOMES ADDRESSED:

Critical Reading (Evaluating Sources)
Rhetorical Context (Pamphlet writing, Letter-to-the-editor)
Conversation Among Texts (Critical, Multi-Sourced Essay integrating theoretical articles and field experience)
Organization and Unity (Pamphlet writing, Letter-to-the-editor, Essay)
Process and Revision (Multiple drafts, Peer reviews, writing for publication)