# **IC Sample assignments**

* Ethnography Project 3 (LOs 2, 3, 4)
* Reflection (LOs 1, 2, 4)

# Sample IC Assignment: Ethnography Project (LOs 2,3,4)

Look for the following formatting throughout the instructions to students to see how different learning outcomes are elicited by the assignment:

## Intermediate Composition (IC) Learning Outcomes:

* **LO1: Students describe the practices of a specific discourse community.**
* *LO2: Students identify a research question that is relevant to a specific discourse community.*
* LO3: Students synthesize academic research that is relevant and appropriate for a specific discourse community.
* LO4: STUDENTS INTEGRATE RESEARCH IN WRITTEN TEXTS THAT FULFILL A PURPOSE WITHIN A SPECIFIC DISCOURSE COMMUNITY.

## Instructions to students:

Review and continue observing your digital service-learning experiences. Using your secondary research skills, gather 8-10 credible sources that support an issue or topic connected to patterns you’ve observed and recorded in your field notes. We will draft an annotated bibliography to keep track of your sources along the way. Using your secondary sources, write a 4-5 page Literature Review that synthesizes information, compares and contrasts ideas, and clearly describes relationships between credible, scholarly texts *so that readers get a sense of a broader conversation around a specific issue or research question.* To be clear, this lit review does not ask you to critique the work, beliefs, or cultures that appear at your partner site. Instead, you should use it to explore the intersection between your work alongside our community partners and the intellectual work of researchers who study social issues like income disparities, food security, environmental justice, and public health.

After composing your literature​ ​reviews​, we will follow many of our guiding readings on digital ethnographies to begin analyzing our field notes and other aspects of our online service learning. From there, you’ll DRAFT A METHODS AND A RESULTS SECTION FOR YOUR DIGITAL ETHNOGRAPHY. THE FULL SCHOLARLY PIECE—FROM INTRO TO LIT REVIEW, METHODS TO RESULTS, WILL BE PEER REVIEWED AND THEN SUBMITTED.

**Minimum**​ ​**Requirements**

1. Disciplinary/Professional​ ​formatting
2. 1,500​ ​- ​2,000​ ​words​ ​(excluding​ ​bibliography),​ ​double​ ​spaced
3. Features​ ​properly​ ​formatted​ ​in-text and bibliographic citations
4. 8-10​ ​credible​ ​sources
	1. **Majority**​ ​**Scholarly**​ ​**Sources**​​ ​(5-7):​ ​peer-reviewed journal​ ​articles,​ ​scholarly press books, governmental data,​ ​professional/scholarly​ ​websites
	2. **Select**​ ​**Supplemental**​ ​**Sources**​​ ​(up​ ​to​ ​3):​ ​newspaper​ ​articles,​ community newsletters, popular press books, blogs, radio/video segments, organization/community websites
5. Uses​ ​section​ ​headings​ ​to​ ​organize​ ​and​ ​sign-post content for readers

# Sample IC Assignment: Reflection (LOs 1,2,4)

Look for the following formatting throughout the instructions to students to see how different learning outcomes are elicited by the assignment:

## Intermediate Composition (IC) Learning Outcomes:

* **LO1: Students describe the practices of a specific discourse community.**
* *LO2: Students identify a research question that is relevant to a specific discourse community.*
* LO3: Students synthesize academic research that is relevant and appropriate for a specific discourse community.
* LO4: STUDENTS INTEGRATE RESEARCH IN WRITTEN TEXTS THAT FULFILL A PURPOSE WITHIN A SPECIFIC DISCOURSE COMMUNITY.

(**NB for instructors:** The LOs in this reflection assignment MAY or MAY NOT be elicited because the topics are presented as options, not requirements, so student may choose not to include them. Keep optional vs. required components in mind when selecting an assignment for Gen Ed assessment.)

## Instructions to students:

**Introduction/Rationale:**

In this reflective letter, your goal is to **communicate to your instructor what you have gained through the work you have completed throughout the course of the semester.**In other words, you are being asked to think and write about your research and writing practices. “Writing and research practices” include any part of the process we have been working through this semester. Here are some examples:

* Brainstorming, organizing, and pre-writing strategies
* Drafting, scaffolding, and revising methods
* NARROWING TOPICS, GENERATING RESEARCH QUESTIONS, AND FRAMING SCHOLARLY CONVERSATIONS LO4
* *Navigating databases, selecting and tracking resources, reading strategies*
* **Practices associated with genre and/or discourse community standards**
* **Engaging in responsible peer review**

Feel free to discuss any of these practices (or others) in your reflective letter.

**Assignment Prompt:**

* During Weeks 14 and 15, spend time brainstorming, pre-writing, and drafting a **4-6 page**(double-spaced) reflective letter that **describes to me, in detail, how your work in the course has helped to produce changes in your knowledge, skills, and practices as evidenced by the writing and researching you’ve completed throughout the semester**. Letters should be addressed to me and should be considered professional (not personal) in nature.