Project One-- Worknets and Invention Portfolio: Sustained Inquiry into One Source

Due dates:
Full draft-- January 20
Final version with Invention Portfolio-- January 27

  Part One: Essays/Drawings: One effective way to begin researched writing is with a careful examination of sources. For our first project, we will inquire into the "resourcefulness of sources." That is, we will do something that students in first year writing classes don't often do: we will examine one source from several perspectives to see how it is a part of a larger dialogue. With our "**worknets**," we will become accustomed to sustained inquiry. We will look into the many ways **one source** can provide us direction in our process of invention and composition.

  The term "**worknet**" is, on the one hand, meant to get you thinking about the "work" aspect of an author's writing, to help you imagine a writer's patterns of activity and the many hours that are often spent producing an article. The "net" part is a way to encourage you to think about connections, to inspire the question: What connections can I make between this work and other work, other ideas? Looking at researched writing as a process, rather than as a product, will serve you as you fulfill the requirements of this project.

  You will create four worknets for this project: **semantic, bibliographic, affinity-based, and choric**, and do a piece of writing about each one. (Don't let this vocabulary scare you. All of these words will be defined in class and are explained in the rest of the packet.) You will base your worknets on **one** article. You may choose either "Wikipedia is Good for You!?" by James P. Purdy or "Looking for Trouble: Finding Your Way Into a Writing Assignment" by Catherine Savini. Both of these are available at writingspaces.org, and I have uploaded a PDF of both articles to our course shell.

  Each worknet will consist of a link-and-node drawing done in Google Drive/Drawings. I am including an example of a link-and-node drawing on page 5 of this assignment packet. With your drawing, you will visually map your discoveries as you examine your source from each new perspective. I will model the process of creating these drawings in class and provide you a handout that explains the drawing process step by step.
  Each worknet must be accompanied by a short essay (about 400 words) that explains your discoveries and accounts in a detailed way for your research process.

  Introduction to the essays: As you begin your essays, you will consider the following questions **(see the rest of the packet for more detailed instructions)**:
- **Semantic Worknet:** How does this author repeat certain words/phrases? How are these words/phrases connected to important ideas or concepts that a researcher could investigate? What discoveries did I make by researching these words/concepts?
- **Bibliographic Worknet:** How is this author's work connected to other authors' work through his/her use of sources? What perspective did I gain by reading through several of these

sources?

- **Affinity-Based Worknet:** What people and institutions has this author been linked with or affiliated with in his/her career? For example, where did he/she study to obtain a Ph.D.? Which professors helped him/her with with his/her dissertation? How do his/her affiliations with other professionals give me perspective on the information being offered or the claim/argument he/she is making?
- **Choric Worknet:** How can I think about this author's article as part of a particular cultural moment? For example, if it was published in the United States in 1985, what events or circumstances might have had an influence on the author? (It is okay if this section is a bit speculative; choric worknets are meant to be generative, to provide you with interesting juxtapositions.)

The minimum page count for this project is **4 pages of written work.** With the addition of the required drawings, you will have 8 pages minimum to hand in, as each drawing will be one page. (The Works Cited page does not count as a page of written work; this will be included in addition to the essays and drawings.)

Details: Formatting and Citation

Type double-spaced pages with one-inch margins, using a 12-point font like Times New Roman. Use MLA style and formatting, including in-text citation and a Works Cited list. For guidance on this, please refer to *Writing in Action* (pp. 400-454).

Part Two: Invention Portfolio

In addition to the final version of your project, you must turn in the following graded items for credit with your Invention Portfolio:

- Fast write on the idea of writing process as it compares to research process (In class 1/6)
- Research process map/Fast Write (In class 1/8)
- Full draft of project, including drawings and essays (Due 1/20) (Please label this copy "full draft" so I can see that it is different from your final version.)
- Fast write on making connections in research (In class 1/20)
- Peer response packet with the comments others wrote for you, including your written reflection about peer response (in this case, your reflection is the graded portion, but please include the whole packet)
(In class 1/22)
- Reflective cover letter for project (In class 1/27)

Assessment (10% of course grade): Your project will be held to the standards explained below:

Research Process: Your four essays about worknets show evidence of a rigorous research process and show understanding of each type of research/worknet. For example, your essay about the bibliographic worknet applies the concept of this type of research correctly to your article; you write about the connections between your author's work and the sources he/she used. **("Research Process" is a course**

outcome for English 121; see syllabus.)

Multimodal Design: You accomplished a form of digital, multimodal composition by composing in Google Drive/Drawings. Your four link-and-node drawings are properly detailed (in that they follow the directions in the packet for what to include) and show understanding of the purpose of each type of worknet. For example, your bibliographic worknet drawing shows a reader how your author used sources by providing a compelling visual representation of how his/her work is connected to other written work. **("Multimodal Design" is a course outcome for English 121; see syllabus.)**

Organization/Coherence: Each of your essays is well-organized and coherent, meaning that a reader can easily follow your thoughts because you have signaled transitions, repeated key words or phrases, used parallel structures, etc. (See page 45 in *Writing in Action.*)

Care/Correctness: In each essay, you use a professional tone appropriate for college-level work. You have proofread and polished this work and it has few if any spelling or grammatical mistakes. You have formatted your work properly according to MLA, using in-text citation and a Works Cited list to give proper credit to sources. Your portfolio, which includes the final version of the project and all Invention Portfolio assignments, is carefully organized in a folder or binder and all assignments are labeled (e.g., I can tell the difference between your full draft and your final draft).

Development: You use evidence and examples to develop your ideas, moving between the general and the specific in a way that helps your reader understand what you learned. (See page 45 in *Writing in Action.*) You have developed the assignment by following all directions in the assignment packet and have written at least four pages.

Invention Portfolio: Full credit will be likely be given for this portion if you submitted all work when it was due and then resubmitted it with the project. In other words, include all Invention Portfolio assignments with instructor comments and grades (check, check-plus, etc.). Partial credit will be given if late work is included or alternate versions of the assignments are included (e.g., if you turned in an assignment when it was due, and got a grade, but lost the assignment, you cannot earn full points by turning in another copy of that assignment). Failure to include some or any of the assignments will impact this grade negatively, as will any "zero" grades.

Participation: This grade is supported by attending class, coming on time, coming prepared, and engaging productively and constructively with the course materials and the classroom community.

Rubric for Worknets Project

	Not Applied at all-- F	Narrowly Applied (D-Range)	Needs Improvement (C-range)	Meets Expectations (B-range)	Exceeds Expectations (A-range)
Research Process	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___
Multimodal Design	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___
Organization/ Coherence	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___
Care/ Correctness	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___
Development	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___

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Invention Porfolio	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___
Participation	___	___ ___ ___	___ ___ ___	___ ___ ___	___ ___

Example of a Link-and-Node Drawing
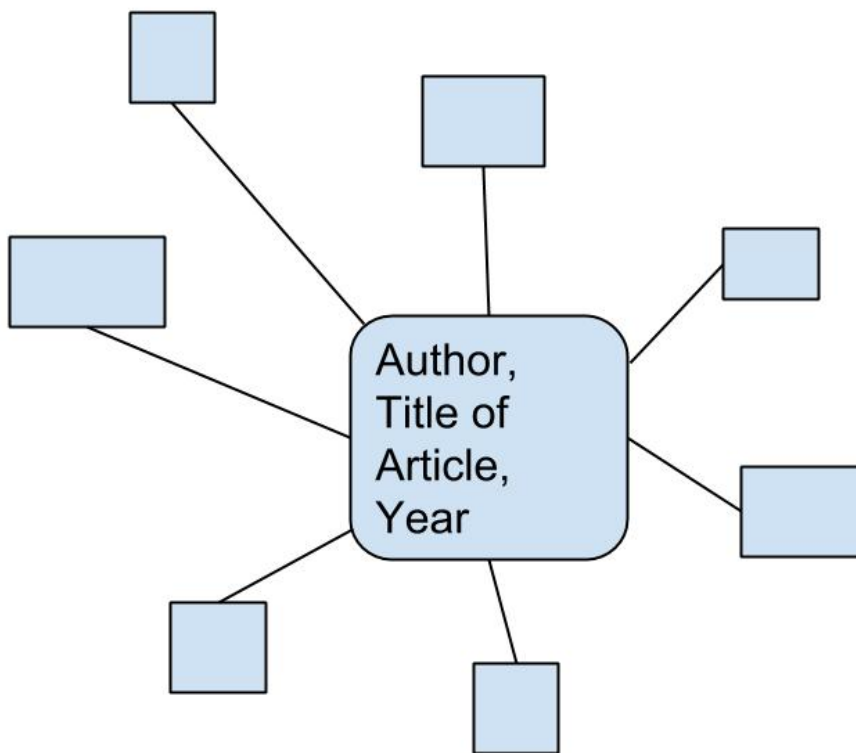
Worknets Summary: Detailed Instructions for Essays/Drawings

Semantic Worknet

   The semantic worknet prompts us to examine vocabulary words and phrases that appear in the article. What words or terms are most frequently used within the article? Do these words/terms seem to link up to the most important concepts being explored by the author? Are there a few instances where the author used specialized vocabulary and repeated it? These words/phrases may be useful to you, as well, as you explore, even if they are not frequently occurring words. An example of the semantic worknet is below in the squares (ignore the numbers next to the word phrases):
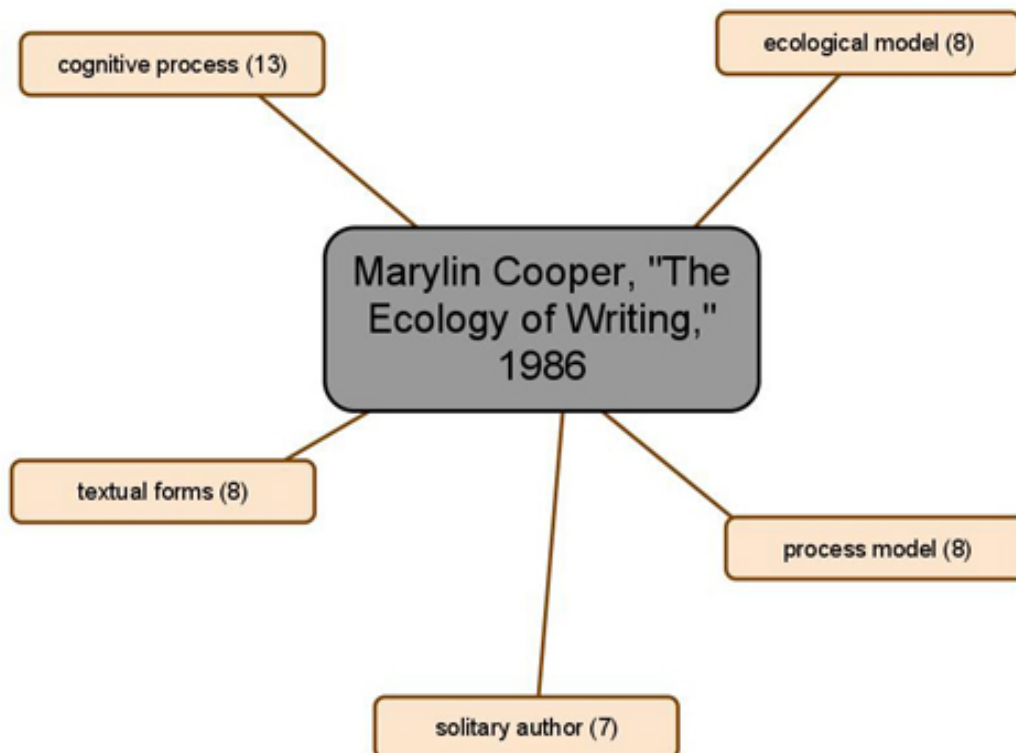
How do I create a semantic worknet?

   To create a semantic worknet, you need to first read the entire article and underline or highlight any key terms or terms that appear multiple times. After highlighting these terms, I would recommend copying and pasting the PDF of your entire article into a word cloud to see which words appear the most and to get perspective on any frequently-occurring words you may have missed. To do this, go to

www.tagcrowd.com and paste your article's text into the text box. You will then be able to create a word cloud that displays the most commonly used words in the article. Once you've done that, you should go back and annotate the article again, on the lookout for phrases that will not be caught by the word cloud website (e.g., "solitary author" as shown in the diagram). You will then create a worknet in Google Docs/Drawings that should look something like the example above. You must examine at least four words and/or phrases and show this by including four "word nodes" that attach to the center of the drawing.

What will I write about?

Your essay should be about 400 words and it should explain the connections between the words and phrases you chose to examine (shown on your worknet drawing) and the article as a whole. Even if you are familiar with a word, look it up, define it, and look at its etymology/history while you are at it. To do this, I would suggest using the Oxford English Dictionary, which is available on the Halle Library website. After defining the terms used, answer the following questions in your essay:

- What is the connection between these words and the article? Put another way, how does the author frame each word/concept within the article? How do you think the author is attempting to define them?
- Can you find any other articles (using Google Scholar or the Halle Library e-search) about the same or a similar topic that use the same vocabulary? Describe the connections you see between these articles and your article.
  If you hit a dead end here, then instead do a Google Search for these terms and investigate the top hits/links. What connections can you make between these hits/links and the topic the author of your article was discussing?

FYI: I am not requiring you to count the terms/words you use and put the number in the nodes, as was done in the example drawings. It should be clear, however, that these are frequently-occurring words/phrases or are important for another reason that you explain in your essay.

Bibliographic Worknet

The bibliographic worknet explores how the author of your selected article incorporates other sources within his/her research. Who is your author referencing (quoting, summarizing, paraphrasing)? How many times is a specific source used? Why do you think your author used a particular source? The bibliographic worknet is seen below in the squares that contain authors/titles/dates:
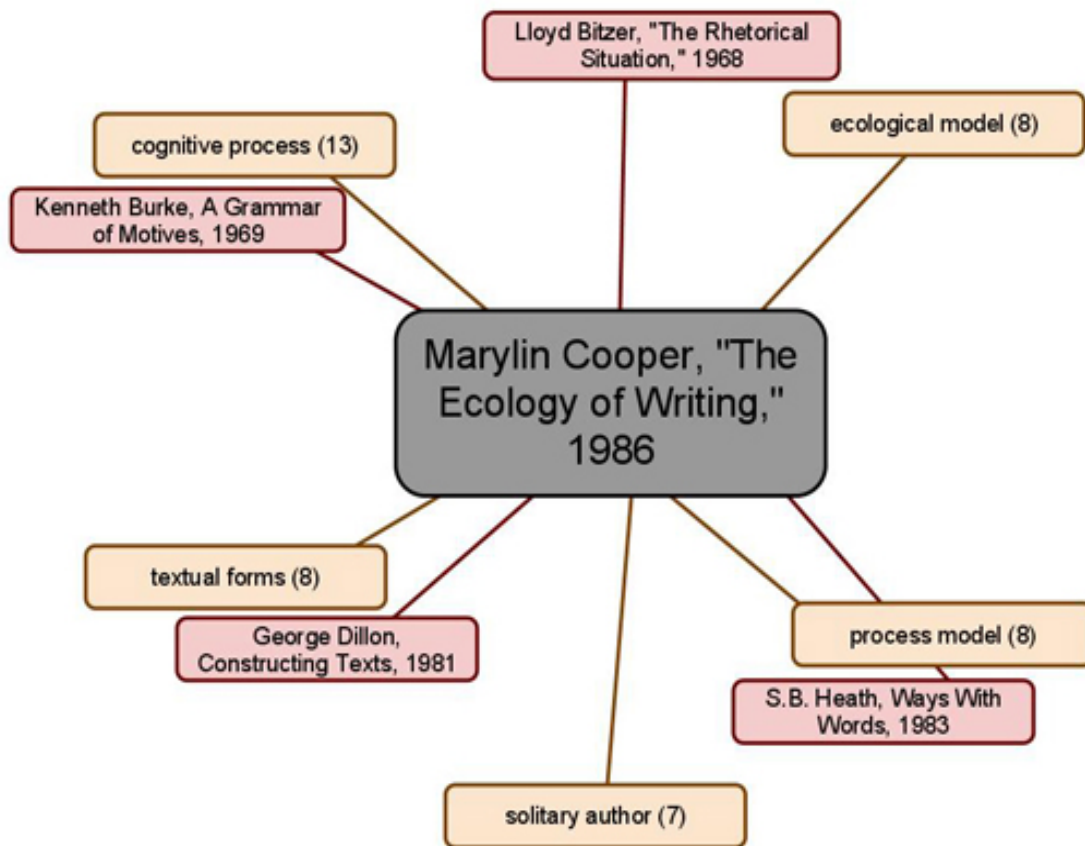
How do I create a bibliographic worknet?

To create a bibliographic worknet, read your article and and underline or highlight each time the author quotes or references another article, book, etc. After highlighting these passages, match them to the Works Cited or references (often located at the end of the article). If these are the sources you decide to write about in your essay, you will then add these references to your worknet in the same format as above (Author Name, Title, Publication Year). (You do not need to keep the semantic nodes in this version of the drawing. The drawing for the bibliographic worknet only needs to include the bibliographic nodes attached to the center.)

Make sure to include at least three sources (nodes) on your drawing. In other words, if

the article you chose has a long Works Cited list, you do not need to include all of them on your drawing. Examining three sources in a close way will be plenty of work, though you are certainly welcome to do more.

What will I write about?

You essay will examine how the author incorporated at least three sources into his/her article; these will be the same sources you included on your drawing. This should be about 400 words and explain the connections between the sources the author used and the article itself. To understand the connection, you need to find the sources used. You should be able to find many of the books/articles/websites referenced using Google searches, Google Scholar, and Halle Library Databases. Read through the sources referenced and answer the following questions with your writing:

- What are these sources about?
- How do these sources connect to your selected article?
- What year were these sources published? Are they current or dated? Does this seem to impact your author's research? Why or why not?

Affinity-Based Worknet

Affinity-based worknets focus on an author's working relationships: what university did he/she attend? Where does he/she teach? Who has worked on books or articles with him/her? What collaborations and associations come into play when this person is doing research and writing? All of our collaborations and professional relationships can have a strong influence on the work that we eventually bring forth. This worknet acknowledges the role that these affinities play.
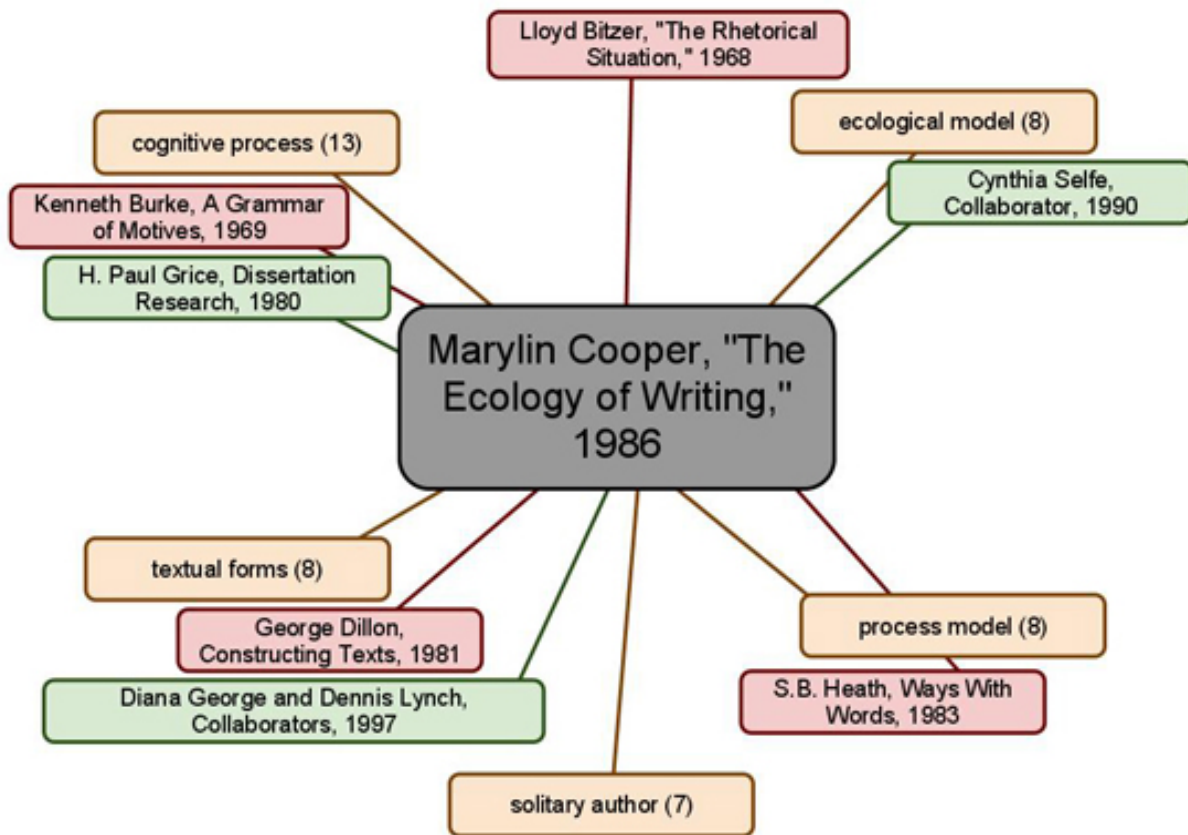
How do I create an affinity worknet?

To create an affinity worknet, you will need to do a little searching to find information on the author of your article. Do a basic Google search for your author. Does the author work at a university? Go to his/her college or university's website and see if there is a bio for the instructor with a resume or C.V. Can you find articles or books by the people this author has studied with or worked with? Read through these articles (and skim through books if you find them) and note the similarities/differences between the author's work and the work of his or her collaborators/mentors. If the author has a Ph.D., look for his/her dissertation on the Halle

Library website (look under "Databases," and find "Dissertations and Theses Full Text"). If you skim the introduction to an author's dissertation, you may find the names of mentors and professors that you can look up.

Please create at least three nodes with information about the author's affinities/collaborations and attach them to the center circle. (For this drawing, you do not need to include the semantic and bibliographic nodes shown in the above example.)

What will I write about?

You will write an essay on how the author's educational/professional background connects to, or seems to inform, your specific article. This should be about 400 words. Describe at least three affinities/associations in your essay; these should correspond to the three nodes on your drawing.

Answer the following questions in your writing:

- Where did the author go to school? Did his/her studies focus on something related to this specific article?
- Who did the author work with in his/her studies and/or professional life? What do these collaborators'/mentors' published works have in common with the work of the author? For example, does he/she co-author books or articles? If so, what does your author's work have in common with the work of his/her writing collaborators?
- How do his/her affiliations with other professionals give you perspective on the information being offered or the claim/argument he/she is making?

What should the formatting for my affinity-based worknet look like?

In each square of your affinity-based worknet, you should have a person's name, their role in the author's life, and the year that the collaboration or professional association occurred (e.g., "H. Paul Grice, Dissertation Research, 1980" or "Cynthia Selfe, Collaborator, 1990").

Choric Worknet

The choric worknet answers the question, "What was going on in the world when this article was published?" When creating a choric worknet, you will think about cultural moment that your author's article was a part of. When and where was it published? If it was published in the U.S. in 1986, what movies were being released then? What political and popular controversies were occurring? What music was popular? The choric worknet is illustrated below (e.g., "Al Capone's vault opened," "Ferris Bueller's Day Off"):
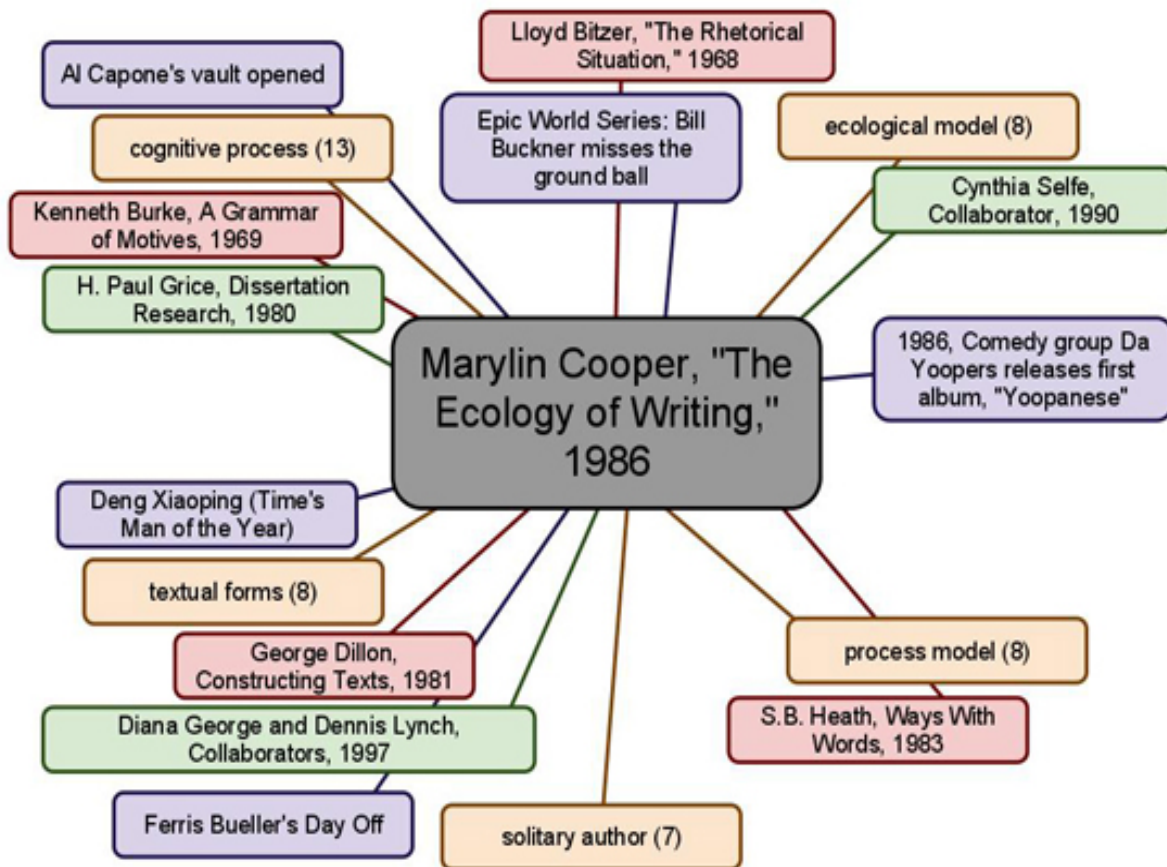
How do I create a choric worknet?

To create an choric worknet, you will need to focus on what was going on in the U.S. during the time period your chosen article was published. To do that, first find the date (preferably month and year) that your article was published. After finding the date, do a little

research on what was going on in the world when your article was published. Think of all aspects of cultural significance; consider sports, music, films, politics, history, etc. Do a basic Google search of the month and year (or just the year) your article was published. What can you find out? Try to go past the basic news and see if you can find interesting cultural moments that can connect to your article. In your drawing, create at least four nodes with different cultural events/artifacts to attach to the center circle. (You do not need to include all of the semantic, bibliographic, and affinity-based nodes as shown in the above example.)

What will I write about?

The essay should examine how the cultural events of a time period may have impacted the writing of your chosen article, and/or how the themes of your article could enrich a discussion about the cultural events you discovered. This should be about 400 words and, again, it should explain the connections you see between at least four events going on during the publication of your article and the article itself; these should be the same four events you showed on your drawing.

**Remember, worknets are all about making connections. Sometimes the connections you make may seem weird or illogical. However, it is those connections that will make your worknet interesting and fun! The choric worknet should be viewed as inventive writing: you are speculating, making guesses, and trying to create connections. You may be exploring a connection that no one has thought to explore before, and that is the point. For this reason, I am not including the list of required questions as I did with the other worknets.

What should the formatting for my choric worknet look like?

In each square of your worknet, you should briefly explain each cultural or historical event. These descriptions can vary in length, but there is no need to write complete sentences. For example, if *Ferris Bueller's Day Off* was released that year, simply write "Ferris Bueller's Day Off." If World War II ended, write "World War II Ends."

The drawings in this handout are from a draft of an article by Derek Mueller, director of the First Year Writing Program at Eastern Michigan University, entitled "Mapping the Resourcefulness of Sources: A Worknet Pedagogy."
The assignment itself is adapted from this article.