

Assignment/Paper/Project ideas for ENG108

1. Have students locate a journal or article and look at parts (review of literature, methodology, presentation of evidence, findings, conclusion).
2. Based on scholarly or credible research, write a proposal for a final project.
3. Bring in what students think are credible sources (journals, websites, articles, etc.). Gets students in the direction of what is credible and what is not. Discuss how Wikipedia may be a good starting place now that they have a bibliography. Look at some Wikipedia entry to analyze what sources are credible and which are not.
4. Use Cornell University Library Triangle Factory Fire website to explore all kinds of sources. Use these sources to talk about the significance of this event. Students learn how to use and integrate sources. Why is the Triangle Factory Fire so significant? Respond to the question in the form of an essay.
5. Incorporate film (social significance) to talk about audience, context, purpose and research in other forms.
6. Teach them how to create a works consulted list. The more sources you are looking at, the better your argument will be.
7. Compare students' papers. Good examples? Bad examples? Use them as a model for students (but take the names off).
8. Use an old paper from undergrad or grad school and have students grade it. Have them rip it apart. Point out problem areas.
9. Research the field that you would like to enter. What kind of writing do people in that field do? Have them do interviews and document their findings.
10. Two-day workshop: create an annotated bibliography of something from an author, website, journal article, magazine, etc. in groups. Use their handbooks. Show them how to locate various types of citation in the handbook. Show them that how one documents a web site is different from an article.
11. Write a prospectus about what you would put into a research essay.
12. Write an abstract about what you would explore.
13. Keep a research notebook (or digital journal). Keep notes. Write a reflective essay. Turn it in after you complete the project for review. Require a calendar, due dates, workshops, working thesis, first draft, final draft.
14. Have the students read a novel that has a movie that corresponds to it. First analyze the audience and argument in the novel (start with the cover of the book: who do the publishers envision as the target audience? How do you know?). Talk about ethos, pathos, and logos on the cover of the book. Work through close reading of the text. Then view the corresponding film in class. Ask students how the argument changed and why? How did the audience shift? Was the screenplay written by the same person as the book? Good books/films to do this with: Jhumpa Lahiri's *The Namesake*, Alice Walker's *The Color Purple*, Sherman Alexie's *Lone Ranger and Tonto Fistfight in Heaven* (movie version is *Smoke Signals*); Susan Kaysen's *Girl Interrupted*; Iti Ihmheara's *Whale Rider*; Doris Pilkington's *Rabbit Proof Fence*, Kaye Gibson's *Ellen Foster*; Toni Morrison's *Beloved*. All of these have very interesting revision that change the argument of the text significantly. There

are also some scholarly articles about the revisions out there.