Labor Logs In A Multimodal Curriculum: Revealing Valuable Assessment Practices In Technical Communication And First-Year Writing Courses

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LABOR LOGS IN A MULTIMODAL CURRICULUM: REVEALING VALUABLE ASSESSMENT PRACTICES IN TECHNICAL COMMUNICATION AND FIRST-YEAR WRITING COURSES

by

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DISSERTATION

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Overview

In the field of Rhetoric and Composition, scholars have responded to the call to incorporate multimodal composing into composition curriculums allowing students to connect their composing processes to their lived experiences (Yancey, 2004; Shipka, 2011; Wysocki et al, 2019). Multimodal pedagogy can bring with it concerns about how assessment can occur, how to evaluate digital mediums, and concerns about achievement of learning outcomes (Kress, 2009; McGrath, 2010; Jewitt, 2014). In an attempt to address these concerns, this dissertation project describes the implementation of labor logs into First-Year Writing (FYW) and Technical Communication (TC) courses and two IRB approved studies which reveal how labor logs can be used to evaluate student learning achievement goals, various levels of rhetorical sensitivity and composing processes, and finally, how labor logs can indicate moments of student/instructor/course assessment.

As with any composition assessment practice, we need to assess our students’ ability to complete research along with the competency to read, write, and respond to multiple modes of communication. We also need to understand our student’s rhetorical decision making that takes place while they compose. Understanding a student’s rhetorical decision making helps us in determining how students consider audience expectations, genre awareness, and writing technique. Rhetoric and Composition go hand in hand and we should consider how deeply we value rhetoric in our composition classrooms. We teach rhetorical analysis not just for critical reading skills, but so that students can learn the art of the argument and audience awareness. Multimodal composing requires meaningful discussions about rhetorical strategies beyond argument and considering the multitude of communicative modes that are available, the way that students’ work is evaluated
needs to be reconsidered. The reflective letter is often used as an assessment tool in composition classrooms (Yancey, 1998; 2016; Sommers, 2016), but when a reflective letter accompanies a multimodal project, and the instructor grades the composition of the reflective letter, instead of the multimodal project, we impress upon students that we value the academic essay over their chosen mode (Silseth and Øyste, 2019). What is evident in the scholarship is a need for assessment practices in multimodal pedagogies that are accountable to our programs and clear for our students.

The answer to our assessment issues lies in connecting all composing practices to process, critical thinking, and rhetorical awareness. Effective assessment lies in the implementation of the labor log as an integral part of the multimodal composition classroom.

What labor logs offer for assessment of multimodal projects is the ability to build a framework of the composing process alongside reflection (Wood, 2019), creating a deeper understanding of the rhetorical moves, the composing process, and the critical thinking that occurs during production. Drawing the students’ attention to their rhetorical choices and to their processes is a critical thinking endeavor that is increased through the use of labor logs. An initial conception of the labor log comes from Asao B. Inoue (2019). While Inoue emphasizes the quantification of labor to enact a labor-based assessment ecology, I integrate open-ended questions and reflection that require students to think more deeply about what they do during their work on projects. This approach connects students, as individuals, to their work, and reveals to them the nature and the value of what they do while composing. Through the use of labor logs, a heightened awareness of individualistic methods of composing can be recognized, creating a process of assessment and evaluation that is clear to the student, the instructor, and the program.

As students discuss their composing processes in the labor logs, they note moments of complex decision-making, similar to Shipka’s (2011) Statement of Goals and Choices (SOGC),
which can involve thinking, feeling, and even notations of distractions. An examination of these logging moments can lead to an understanding of the varied and diverse processes that students use and indicate the individual nature of acts of composing. During these moments of composing, students are revealing how they work with the mediational tools that are available to them in the production of their artifacts. When instructors see these moments, it can help in understanding a student’s concepts of the process of composing and their understanding of how rhetorical choices impact a project while it is coming together (Wood, 2019). Labor logs are a production of student labor which addresses students’ composing processes; they are sites of students’ thinking through their work in their individual voices and choosing their own styles (Wood, 2019). What occurs in the labor logs is more emphasis on process and rhetoric which is emphasized in a multimodal curriculum (Wood, 2019). It lends itself to a more fluid concept of process in that the nature of composing in multiple modes is how delivery is changeable based on audience.

The implications of using labor logs are important in two fundamental ways, first and foremost, they help to construct an antiracist assessment ecology (Inoue, 2019) where students are judged based on the labor they put into their communicative acts, and second, they allow us to see if our students are understanding and fulfilling the five fundamental goals of composing in multiple modes. These goals include critical thinking about composing in any given rhetorical situation, selection of credible sources and using the correct tools, paying attention to the audience and the needs of the audience, judging the effectiveness of their finished artifact, and finally, crafting an effective argument within their chosen mode (Ball, Sheppard, and Arola, 2018). These goals are not specific to any particular mode and by working in the labor logs for every project, regardless of mode, there is no separation between modes and no privileging of traditional academic texts.
over other modes. This will help students recognize how different genres and modes may require different rhetorical approaches (Ferruci and DeRosa, 2019), but require similar composing moves.

Through analysis of the implementation of multimodal projects and labor logs in FYC and TC classrooms, my dissertation addresses three distinct areas of conversation in composition pedagogy: labor-based grading, assessment of multimodal composition projects, and increasing rhetorical sensitivity through multimodal composing. Through analysis of students’ labor logs in light of these three conversations, I address my research questions:

- How can labor logs for multimodal projects bring clarity to students on how they enact known composing processes?
  - Will labor logs allow students to recognize the similarities between composing in multiple modes and help students recognize the academic purpose of multimodal projects?
  - Will labor logs help to increase student’s rhetorical sensitivity in composing multimodal projects?
- Will labor logs bring students and instructors a heightened awareness of course expectations?
  - Will students have an increased awareness of an instructor’s assessment practices, or expectations, based on the labor logs writing prompts?
  - How do labor logs help students in self-assessment and instructors to self-assess their curriculum?
  - How do labor logs make assessment of multimodal projects clear at the program level, and for students and instructors?
In this chapter, I review the literature on labor-based assessment, labor-logs and reflection, multimodal assessment, and how multimodal pedagogy supports rhetorical sensitivity. I follow the literature review with this project’s description, significance, and methods. I conclude with a brief overview of chapters.

Literature Review

The following literature review informs my research into labor-based grading in the form of labor logs and reflection to assess/evaluate multimodal projects. I first discuss labor-based grading concepts as evaluative tools in the composition classroom and hypothesize that the labor log can not only be used as a tool of assessment for all modes of composition, but also as a tool to increase a student’s rhetorical sensitivity through the practice of reflection. I then discuss current conversations in assessment and evaluation of multimodal curriculums and the gap present and the vagueness that surrounds these conversations. Finally, I address how a multimodal pedagogy can increase students’ rhetorical sensitivity.

Labor-Based Assessment/Grading and Grading Contracts

In labor-based assessment of student composing, students are evaluated on the accounting of the labor they do in completing a project instead evaluating the final product (Inoue, 2019), making this type of assessment valuable for a multimodal pedagogy. The concept of labor is typically tied to grading contracts where students are made aware of the instructor’s expectations of student labor from the beginning of the semester. Labor is often discussed as a process of liberating the classroom from the white habitus of the traditional grading system (Inoue, 2019). As a form of assessment, labor-based grading lends itself to evaluation of all modes of composing. Labor, according to Asao B. Inoue (2019) is a consideration of the whole of a student’s process. Similar to Shipka’s definition of multimodal composing (2011), where attention should be paid to
every moment, from beginning to end, of the process in order to understand the artifact, Inoue’s discussion of labor also includes the material conditions in which the student composes. For Inoue, the value of labor over artifact lies in the measurement of time spent on tasks and focusing on the concept that students are different, meaning that if we focus only on the final product, we may miss the fact that some students read slower than others and may not produce the same amount of text as other students (Inoue, 2019). Labor-based grading, while it does create a more democratic classroom, is most valuable to multimodal assessment because it draws our attention to the various moments of composing that our students do.

To maintain the stagnant tradition of grading final projects, is to ignore the unique cultural experiences of all students – experiences that make them who they are as communicators. Inoue (2019) states that we should explore more compassionate practices in which to base our grading. When we use labor-logs for multimodal project, what occurs is a practical analysis, done by the student, of the distinctive elements of their composing process. Distinctive is key, here, because we are allowing students to recognize that they are owners of their thoughts, moves, and emotions – their labor.

Inoue (2019) also examines how labor-based grading contracts can be used in practical ways in the classroom by understanding the ecology of our classrooms - based on power, purpose, processes, parts, people, products, and places. For Inoue, we should not grade based on a standard quality, but rather on the labor, time, and attention that the students put into their work. The author notes that we can see the differences between how students see the world based on the artifacts they create – we should be valuing the labor put into the artifact instead of judging what they produce. As each student approaches a project, they bring with them their cultures, their discourse, methods, and histories. When we value this, we create an inclusive culture within our classrooms.
Inoue’s labor-based grading draws our attention, and that of the students, to the process of composing instead of the final product, which is pointed to by Peter Elbow and Jane Danielwicz (2009). Elbow and Danielwicz (2009) discuss hybrid grading contracts that allow students to earn a grade of “B” for completing the projects asked of them within their composition courses. Their findings indicate that grading, based on our current traditions, can produce fuzzy concepts for students and by doing away with grading during the semester, the students can focus on improving their writing. They find that by utilizing grading contracts two things occur: first, students can focus on process instead of a product in expectation of a grade and, second, instructors can focus on feedback instead of grading. Their goal is to pay more attention to writing and little attention to grades. While these two scholars do not specifically note labor in the process of composing, their intent is to draw their student’s attention to their process, which is the labor that they do.

What is interesting about this article is the authors comparison between their hybrid grading contracts and those who do away with grading for social purposes such as equalizing power but still utilize the final grade. Students are given feedback, according to the authors, and then must make cognitive choices (Flower and Hayes, 1981) to revise or not. While offering solid scholarship on how grading contracts function in the classroom and the focus on process, what is missing is a focus on labor.

Inman and Powell (2018) also discuss grading contracts and how they function in a classroom. The authors note that institutional expectations influence how students feel about being graded. They note that a dissonance is formed when students are not graded as they have come to expect because of their desire to know their place in the university. For instructors, the lack of grading leaves them feeling like they are not marking where students stand. While grading
contracts can cause emotional tension for both students and instructors, the authors recognize that grading contracts are socially equalizing.

At issue is the institutional habit of grading the final product that students (and instructors) are accustomed to and this can cause this dissonance to occur (Inman and Powell, 2018). Labor-based grading is not doing away with grades; it is basing our grading on the actual work being done and valuing the *doing* instead of the *done*. This can begin to instigate institutional changes with more studies that prove the value of this type of grading. Labor-based grading and grading contracts also put emphasis on recognizing that the *pathos* of the classroom should be examined and further understood to address the issues scholars have with grading contracts (Inman and Powell, 2018).

Labor Logs and Reflection

Moving the conversation beyond the democratic process of assessment and grading based on labor (Inoue, 2019; Wood, 2019), implementing a practice of using labor logs as a reflective tool in a multimodal pedagogy offers us the opportunity to evaluate all composing processes that students produce in our classrooms. Kathleen Blake Yancey (1998) posits that reflection is a student’s looking forward and looking back at what they are doing while they compose. This includes planning, generating ideas, organizing, revisiting the text, and writing about the learning that took place. The first three of these concepts are discussed by Flower and Hayes (1981) as cognitive behaviors which are a critical component of learning. Labor logs are sites of self-assessment for both the instructor and the student; they offer opportunities for “talk-to” and “talk-back” moments for both (Yancey, 1998), meaning that students can learn through reflecting and conversing with themselves as audience and instructors can learn and improve their instruction through reading these conversations. Yancey (1998) notes that reflection-in-action and
constructive reflection work conjunctively; students develop their multi-voiced selves while considering the planning, reviewing, and constructing their composition. Because this process is an ongoing event, a practice, reflection should be written throughout the semester (Yancey, 1998; Beaufort, 2016; Trimble and Jankens, 2019). Implementing a labor log for every project creates a space where students can note the moves that they are making, but also offers a place to reflect on composing moments that are not logged “in the moment.”

The combining of labor-logs and the practice of reflection works as gateway for enactment of cognitive behavior allowing for students to think about their composing processes and rhetorical choices. Crystal VanKooten (2016) describes this reflective practice as a meta-awareness process and is an important part of student learning. VanKooten’s discussion points to four concepts: Process, Technique, Rhetoric, and Intercomparativity. These four concepts, according to VanKooten, are observable through a student’s reflective writing and can lead to identifying metacognitive moves in writing. Meta-awareness about composing is the student’s ability to think and write about composing in ways that indicate how they are moving between texts and being aware of the effect of their rhetorical choices (DePalma, 2015; VanKooten, 2016). Michael-John DePalma also discusses meta-awareness as a student’s ability to write about various rhetorical approaches to multiple modes of composing. When students consider how their rhetorical choices are flexible and adaptable to context and situation (Depalma, 2015).

Beyond showing us that students understand how the composing process works both inside and outside of the classroom, integrating opportunities for students to articulate their meta-awareness can help teachers define where assessment can take place. As I demonstrate in the following chapters, students are asked to reflect on their composing moves in their logs, their logs become enriched with notes about the various semiotic activities involved in multiple modes of
composing. This awareness builds their ability to be more rhetorically sensitive; within the log, students are able to work through rhetorical considerations by noting their observations of existent artifacts or making comparisons to other ways of making the same argument. The labor log offers definition of instructor expectations in the form of writing prompts which generates more focus on process, rhetoric, and delivery, thus clearly defining assessment of projects for students and instructors regardless of mode of composing.

Multimodal Assessment

Discussions on assessment of multimodal composing are varied, but it should be noted that these conversations typically draw our evaluation to traditional academic text writing focused on instructor as audience in a reflective essay or letter (Yancey, 1998; Sommers, 2016). When we only evaluate the “traditional” academic essay we limit our focus on the individual nature of composing; a multimodal pedagogy, on the other hand, gives students agency in their choices of communicative composing and when we only evaluate the traditional forms of writing, we limit and marginalize the voice of the student (Kleinfeld, 2019; Wood, 2019). We also turn away from the rhetorical affordances inherent in multiple modes of communication. Other forms of assessment focus on word and text, utilizing a traditional writing assignment rubric that is expanded to include other modes of composing (Murray, Sheets, and Williams, 2014). While this type of rubric-based assessment does examine the rhetorical approach of the composer, it is still focused on the traditional writing audience and delivery method. Assessing student work should encompass the whole of composing process (Sakellaris, 2019) and when we dismantle, or break apart (see Chapter 2, image 4), each moment of the act of composing, we make visible this direct link between composing a traditional academic-type essay and any other type of composition.
The pedagogical affordances of multimodal composition can be viewed through our - and our students’ - understanding the final project in relation to the complex, individual, and rigorous decisions made during the process of composing (Shipka, 2011). Jody Shipka (2011) argues that it is important for students to assume the responsibility for describing their process and work. More specifically, Shipka describes how students are responsible for producing a *statement of goals and choices* (SOGC) for each composition that they produce over the course of a semester. The SOGC allows Shipka to understand how students make decisions while mediating their world while composing. The SOGC contains a list of questions that respond to a broader range of texts. This is a more formalized reflection practice and is more aligned with a reflective memo.

Shane A. Wood (2019), recognizing the importance of multimodal affordances and student agency, calls for a reconceptualization of assessment practices. Assessment aligned too closely with traditional frameworks undervalues the pedagogical affordances of multimodal composition (Wood, 2019). Wood states that we should consider the grading contract because it emphasizes process and labor. Assessment based on labor (Wood, 2019) can expand our view of the composing process to include the student’s mediation of their material world. Attention to all elements of composing draws our attention, and our students’ attention, to how they are considering their rhetorical situation and every moment of composing. Wood argues that traditional assessment practices places value on product over process and reduces our ability to maintain the conversation about composing with students once the final product is graded.

Multimodal Pedagogy and Rhetorical Sensitivity

Scholarship on multimodal pedagogy, at all levels of the composition curriculum, not only defines multimodal composition, but also emphasizes the need to include multimodal projects in our composition curriculums by foregrounding how extensively these projects increase our ability
to emphasize rhetorical strategies, delivery, process, and cultural affordances, and through meta-awareness (VanKooten, 2016), the student’s ability to recognize their movements during the process of composing (Fraiberg, 2013; Wysocki et al., 2019; Bourelle et al., 2019). First, to define multimodal composition is to recognize the scope and complexity of composing; from pen and paper to the act of digital composing to writing on a tee-shirt, multimodal composition is a process of communicating and distributing that is meaning-making for the composer (Shipka, 2012) and the audience. What is important to note is that multimodal composition includes what might be considered “traditional” academic writing as “all writing is multimodal” (Ball and Charlton, 2015).

We should advance our theoretical approaches in the field by acknowledging our history of composing and the changes that have taken place (Palmeri, 2012). The field of composition has negotiated changes in different forms of composing and adjusted their classroom practices, but technology forces us to change our concepts of what multimodality is and how we should approach it (Faigley, 2003; Ball, 2004; Kress, 2009, 2014). Multimodal composition is an opening for multiliteracies in a world that utilizes a variety of communication practices (NCTE, 2005) and this variety of making and designing artifacts should be inclusive and attentive to various ways of communication. Regardless of its form, the final composition is an artifact that can be analyzed as a critical and rhetorical activity (Wysocki et al, 2019).

Multimodal composition, in all its various modes, focuses the student’s attention to various rhetorical situations. Specifically, technology has allowed the composition classroom to move between different modes of communication while focusing on audience and distribution of the artifact (Bourelle, Bourelle, and Jones, 2015). As writing is a social and rhetorical activity (Roozen, 2015), it allows us to expand the boundaries of rhetorical sensitivity that involves choices of modes, language, and delivery through a multimodal pedagogy. Roderick P. Hart and Don M.
Burks (1972) identify rhetorical sensitivity as a communicator’s ability to (1) identify the role the need to play; (2) reject rigid, or routine, behaviors; (3) recognize that communicative strategies required change and adaptation; (4) recognize and distinguish between situational information; (5) recognize that information and ideas are represented in multiple ways. These choices allow students the ability to move consistently between enacting composition choices and increasing their ability to articulate these choices as meta-awareness practices, developing rhetorical sensitivity (VanKooten, 2016). An increase in a student’s ability to be literate and ethical communicators in a technological diverse world occurs through the development of meta-awareness (VanKooten, 2016) during the act of composing alongside the ability to make critical observations of communicative practices. Sundvall and Weakland (2019) note that the rapid development of technology informs our “sense of history” and our present moment; as a field, we should anticipate emergent technologies and be open to new, and even old, modes of communication. To ignore the multiple modes of communication that occur outside (and even inside) the college classroom, is to limit the scope of rhetorical sensitivity that students may develop through their classroom practice. The implementation of labor logs gives students a space to enter into a dialog with themselves while they make rhetorical choices, elevating their awareness of these choices.

Project Description

Introduction

This project discusses the creation and implementation of labor logs in multimodal curricula in two levels of writing courses and how these labor logs support students’ development of meta-awareness through reflection-in-action (Yancey, 1998). Labor logs create a space for students to focus on in the moment recognition, or monitoring, of what takes place as they work
through a project (VanKooten, 2016; Trimble and Jankens, 2019). By turning the focus of labor-based assessment (Inoue, 2019) to multimodal projects, this project clarifies the work that labor logs and multimodal pedagogies do in FYW and TC courses: indicating for students a connection between all modes of composing and revealing to them the nature and the value of what they do while composing. I use qualitative evidence from two IRB-approved studies to accomplish two main aims: to understand how labor logs can be used as a tool for various assessment practices, and finally, to understand how labor logs indicate meta-awareness of composing practices and rhetorical sensitivity of the student. The analysis of students’ labor logs in TC and FYW courses shows students heightened awareness of individualistic methods of composing and demonstrating a process of evaluation that is clear to the student and the instructor.

Significance

This dissertation works to make a significant contribution to the discussion of assessment of multimodal projects. It expands current discussions on multimodal pedagogies and describes reflective scaffolding needed for students to develop meta-awareness and rhetorical sensitivity. By turning the focus of labor-based assessment to multimodal projects, this project will clarify the work that multimodal pedagogies do in the composition classroom by indicating for students a connection between all modes of composing. Extending Shane A. Wood’s (2019) discussion of assessment using grading contracts and considerations of labor, my discussion of assessment and evaluation in the multimodal classroom does not distinguish between the essay and any other mode; my project focuses on process, as Wood discusses, but extends the conversation to include Shipka’s definition of multimodality (2011) where the process of composing is exploded to include the full canon of rhetoric (Bourelle, Bourelle, and Jones, 2015) and attention to student mediation of their material world (Shipka, 2011). By enriching the scholarship on multimodal assessment,
this project clarifies how this type of pedagogy can add value to all levels of the composition classroom and offer a strategy for assessment of multimodal composing.

Methods

This teacher-research project is informed and enriched by two identical IRB approved studies and a questionnaire distributed electronically after the semester’s final grades were posted. The first study was conducted during the Fall 2020 semester in my two English 3050 (Technical Communication) classes, followed by an English 1020 (Introduction to College Writing) course taught during the Winter 2021 semester. The Fall 2020 study involves 28 TC students who consented to the study and 14 FYW students who consented from the Winter 2021 study. The studies are based in qualitative text analysis of student writing. Data was collected at the end of each semester after informed consent forms were returned to me from the recruiter. Analysis of these texts examines students’ use of disciplinary language and use of composition discourse, an increase of rhetorical sensitivity, and an awareness of purpose in composing in multiple modes. The analysis of the labor logs is based on two coding schemas: (1) the concepts of meta-awareness; (2) the Canons of Rhetoric. I also analyze labor logs for various assessments that occur organically within student notations in their logs.

Chapter Descriptions

In Chapter 2, I describe the two IRB approved studies that inform this project and the context of the studies which took place over the course of the school year 2020-2021. The description of the context of the studies includes an overview the site of the studies at Wayne State University and two levels of composition courses: English 1020 (Introductory College Writing) and English 3050 (Technical Communication). I describe these two courses including the learning requirements and the projects for both courses. After the review of the two courses, I describe the
initial creation of the labor logs through a universal user-test and pilot study. I then discuss and describe the labor logs in detail including the purpose and rationale for each prompt. Finally, I describe how I introduce labor logs to students and how they function in the classroom.

Chapter 3 brings into focus how labor logs can be used as assessment tools in evaluating how students obtain course required learning outcomes. In this chapter, I take an objective approach to coding by looking for specific phrases and words that signify the achievement of a learning outcome in students’ labor logs. I first describe my coding of labor logs based on the concepts of meta-awareness and I then define the concepts of meta-awareness (VanKooten, 2016). The definitions of Process, Technique, Rhetoric, and Intercomparativity are followed by a brief overview of the learning outcomes for English 1020 (FYW) and English 3050 (TC). I provide examples of how coding for these concepts can locate moments where achievement of learning outcomes is evident in the labor logs based on notations made by the student.

In Chapter 4 I use a more subjective approach to the data where I examine the labor logs for degrees of rhetorical sensitivity in the notations made by students (Hart and Burks, 1972). In this chapter, I first define the Canons of Rhetoric (Invention, Arrangement, Style, Memory, and Delivery) and then provide samples where I inductively applied the Canons to students’ labor logs. I discuss my analysis of student samples as I read their notations holistically; I code whole passages from student labor logs to analyze each passage in context. The discussion centers around the student’s rhetorical sensitivity, knowledge, and compositional practices as it pertains to each of the five Canons of Rhetoric.

The analytical approach I take in Chapter 5 is similar to Chapter 4 in that I code student labor logs holistically. I begin this chapter examining three assessment coding schemas that I included in my studies - student self-assessment, instructor self-assessment, and course
assessment. I show samples where assessment takes place in multiple ways and what I, or the student, gain from these moments of assessment. As I move forward in the chapter, I engage in the work of examining entries made by students in the labor logs that indicate special individualist composing moments which indicate how diverse our students are and how identifying these moments can help to create a more equitable classroom ecology.

In the conclusion, Chapter 6, I briefly reiterate my findings indicating how labor logs can be valuable assessment tools in a multimodal composition curriculum. I explain how this study will further current discussions on assessment practices for multimodal projects, and also indicate how valuable labor logs are in creating an equitable classroom ecology. In Chapter 6, I also discuss the research and potential pedagogical/programmatic limitations of this project and where improvement could occur. I then discuss how this project produces space for further research into assessment of multimodal composition curricula, equitable classroom ecologies, and labor-based grading. This chapter concludes with where my current research is focused on evolving the labor logs to be even more productive for teachers and students.
Chapter 2: Study Context, Design, and Method

Introduction

When our students write, the process is mediated through their available means of composing and we do not witness these moments when we view their final products. In attempting to explode the composing process by way of integrating labor logs into my courses, I have created a way to inquire into all the moves that students make when completing their assigned projects. When teachers examine the composing moves described in labor logs, we can get a better perspective of how students understand concepts in our courses, work through their assigned tasks, and write through their process of composing. Along with this, if we understand multimodal composing as a process that occurs regardless of chosen primary mode (Shipka, 2012; Ball and Charlton, 2015), and that the moves that students make during the composing process can be identified and named, then we can evaluate these individual moves as completed acts of composing.

As I describe in Chapter 1, labor logs are a mode of reflective writing. During a single composing event, a student works through, and notes their process of reviewing, projecting, and revising, thus completing reflection-in-action (Yancey, 1998). Ideally, they note that they are writing to different rhetorical situations throughout their work in the labor logs and begin to see their multi-voiced selves. Weaving these reflection tools into the curriculum allows students to practice reflection continuously and the students in the studies for this project worked in their labor logs throughout the semester.

Reflection cannot be completed in isolation away from the actual process of composing (Sommers, 2011); rather, the practice of working regularly in the labor logs stresses the importance of reflection and attention to the process. Reflection-in-action, logging in real-time, allow for
instructor intervention during the semester and during the composing process (Trimble and Jankens, 2019). Based on the Scott and Levy’s (2013) description of the metacognitive process (knowledge, planning, monitoring, regulation/control, evaluation), an understanding of reflection-in-action as thinking through the process of an act (Schon, 1983), or production of labor during the process of composing, we are able to use labor logs as tools of evaluation of a student’s work, but also as tools to intervene during appropriate moments.

This project is based on two IRB approved studies: one in the Fall semester of 2020, in an English 3050 Technical Communication (TC) course and the second during the Winter semester of 2021, in an English 1020 Introductory College Writing course (FYC). Both courses included the incorporation of labor logs and a grading contract. In this chapter, I first detail the context and description of the study, including a full description of the two courses and an overview of the projects that students complete. I then discuss the design of the labor logs and the implementation of the labor logs into both courses. Finally, I describe how the labor logs function in the classroom.

Study Context

Wayne State University (WSU)

This teacher-research takes place within the Composition Program at Wayne State University (WSU), a large urban research university with approximately 27,500 students. Based on ACT or SAT scores, first year students are placed into a basic writing course or a traditional first-year composition course. The English Department runs approximately 95 sections of English 1020 (FYW) each academic year, and approximately 70% of incoming first-year students place into English 1020 (FYW) with the remainder entering English 1010 which prepares them for English 1020. After successful completion of English 1020, students are required to complete an

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1 IRB-20-09-2683 approved September 30, 2020, and IRB-20-11-2964 approved December 17, 2020
intermediate composition course. WSU offers a variety of intermediate composition courses, including English 3050 which is a Technical Communication (TC) course. WSU’s English department’s composition committee developed a common syllabus and assignment sequence for each course. Deviation from the common syllabus must be approved by the Director of Composition.

The two studies completed in this project received approval from the Wayne State University IRB. A pilot study was completed prior to the study design. All consented participants’ identities are protected by the use of pseudonyms (TC students A-Z, FYW students AA-NN). Each study took place in my own courses. The first study took place during the Fall of 2020 in my two English 3050 (TC) courses. I received twenty-six signed consent forms from the two English 3050 courses. I received fourteen signed consent forms from this English 1020 course. All participants consented to have their labor logs, discussion board posts, and course projects included in this dissertation. Along with the study participants, I distributed an anonymous survey that was sent out at the conclusion of each semester. I completed the second study during the Winter 2021 semester in my English 1020 (FYW) course. An outside recruiter emailed the recruitment letter to all students during the second week of class. A list of consented students was emailed to me after final grades were distributed and the data collection took place during the next semester. I distributed the anonymous survey to the entire class (each course) after the final grades were posted.

What follows are the course descriptions for both courses where the studies took place. The appendix for this chapter contains the common syllabus for each course (Appendix 1), the full guidelines sheets for each project (Appendix 2), and a copy of the labor logs used in each course
Course Descriptions

*WSU English 1020 (FYW)*

Wayne State University’s English 1020 (FYW) course builds upon students’ diverse skills in reading, writing, and researching to prepare them for college classes. There are three main goals of English 1020 taken from the ENG 1020 Common Syllabus (Appendix 1):

1. to teach students to consider the rhetorical situation of any piece of writing;
2. to have students integrate reading, research, and writing in the academic genres of analysis and argument;
3. to teach students to develop analyses and arguments using research-based content, effective organization, and appropriate expression and mechanics (ENG 1020 Common Syllabus).

In order to achieve the goals set forth by WSU’s English Department’s composition committee, emphasis is placed upon the relationship between reading and writing, developing and evaluating information and ideas through in-depth research, understanding the various genres of analysis and argument, and using multiple technologies in the process of researching and writing.

The common syllabus for English 1020 includes four learning outcomes include reading, writing, researching, and reflecting. With approval from the Director of Composition, Dr. Jeff Pruchnic, I added three learning outcomes to my English 1020 (FYW) course syllabus:

- **Multimodal** - Compose and analyze multiple modes through a rhetorical approach.
- **Collaboration** - Work within a group effectively.
- **Understand how to share and listen rhetorically.**
The addition of these three learning outcomes allows me to emphasize (1) the importance of composing in multiple modes through understanding audience expectations of genre; (2) to work within a group and be able to understand a concept from another’s point of view; (3) to share knowledge and receive knowledge ethically. Each of the seven learning outcomes draw attention to rhetorical situation and teach students the value of understanding discourse communities and the diverse ways that these communities enact communicative processes.

Course Projects. The common syllabus for English 1020 includes four assignments: Rhetorical Analysis Project/Essay, the I-Search Project, Research Argument Project/Essay, the Infographic Project, and the Reflective Essay Project. Upon approval from the Director of Composition, I altered my curriculum to be more focused on multimodal composing and student agency in choice of modes. The projects (Appendix 2) in this altered curriculum are completed in two main projects and focused on a single topic of research: Project 1: Rhetorical Analysis and Project 2: In-depth Research. These two large projects are followed by a single evaluation report at the end of the semester. During the first two weeks of class, students discuss research topics and form into working groups. Students complete Projects 1 and 2 within their groups (with the exception of P2C the final Researched Argument Essay which is completed individually).

Project 1 is broken into three parts:

P1A – Buzzfeed Listicle or other type of media based on the analysis of print-based essay (based on research topic choice). Students complete a rhetorical analysis on a peer reviewed article from the Wayne State University library system and then communicate their analysis using a social media platform such as Buzzfeed.

P1B - Buzzfeed Listicle or other type of media based on the analysis of another medium. Students complete a rhetorical analysis on another source of their choice
and then communicate their analysis using any mode the feel works best for their audience. For this part of Project 1, students may choose a topic outside of their research topic.

P1C - Create a Public Service Announcement (PSA) using Rhetoric to persuade. Students formulate an argument based on their chosen research topic and create a PSA to persuade the audience that they feel best suites their research goals.

Project 2 is broken into three parts:

P2A - Research Stormboard/Source Map. Students are required to find a minimum of 8 sources for their research project. Six must be found through the WSU library system and 2 may be popular sources. Each source must be summarized and key points must be noted. Students must then create a source map using Stormboard.com or any other mode (including a traditional annotated bibliography) that works best for them. Students must attempt to indicate how they will use each source as support for their argument.

P2B – Research Exhibit. Students are required to use visual rhetoric to display their argument and main claims in a presentational format. Students are able to use an online virtual museum, an infographic, or any other mode that will communicate their argument effectively.

P2C – Researched Argument Essay (Individual). Each student will compose a researched argument in the format of a traditional academic essay. The essay will be formatted in MLA or APA following the genre conventions of the discipline in which they are communicating.
Project 3 - Reflective evaluation report/essay. Students are required to evaluate their work throughout the semester. The evaluation of one’s own work should indicate the student’s achievement of the learning outcomes and work in their labor logs.

*English 3050 (TC) Course Description*

Wayne State University’s English 3050 (TC) course is a continuation of increasing a student’s ability in reading, researching, and writing, but with a focus on technical documents in various textual, visual, and digital modes. This course focus is on basic technical writing skills which include writing summaries, memos, instructions, and technical reports to various audiences based on specializations.

The common syllabus for English 3050 (Appendix 1) includes four learning outcomes:

- **Writing and Designing:** Write effectively as individuals and in teams in standard genres of technical writing (including summaries, professional correspondence, resumes, instructions, technical descriptions, reports, and performance assessments), including the appropriate use of grammar, mechanics, style, and document design for formal and informal documents and standard conventions of citation and documentation.

- **Reading and Analyzing:** Read, analyze, and evaluate the design of, and the audience(s) and purpose(s) for, technical documents, including text, visuals, format, usability, citation, documentation, and mechanics.

- **Researching and Documenting:** Design and conduct primary and secondary research; evaluate appropriate sources in support of composing technical documents.

- **Using Technology and Media:** Make productive use of current technologies for reading, researching, writing, and designing technical documents.

I have added one additional learning outcome:
• Collaboration: Work with peers on projects and track progress in shared field notes.

Course Projects

Course Projects: The common syllabus for English 3050 (FYW) includes four main projects: Job Application materials, Instruction Set and User Test meme, Three Component Report (research), and Performance Review. Upon approval from the Director of Composition, I altered my curriculum to be more focused on multimodal composing and rhetorical awareness. The projects (Appendix 2) in this altered curriculum are very similar to the common syllabus requirements. They include:

Project 1:

P1A: Resume and Cover Letter – Students are required to create a short-form resume and a cover letter. They are given the option of creating these documents in any mode based on their discipline (video resumes are an option).

P1B: Professional Website – Students are required to build a professional website based on their resume.

Project 2:

P2A: Intranet Design – Students are required to create a “mock” business or organization and then create an intranet site for use in this business.

P2B: Usability Test – Students are required to create a usability test for a universal user.

P2C: User Test Memo – Students are required to write a reporting memo to their employer that details the results of the usability test and recommends improvements.

Project 3:
P3A: Collaborative Research Proposal – Students are required to collaborate withing their research group and then write a research proposal.

P3B: Research Report – After collaborating during the research process, students are required to write a research report following their disciplines form for research reporting. This is completed individually.

P3C: Research Visual Presentation – Students, working within their groups, are required to create a visual presentation of the research results.

This course also incorporates an optional Project 4 as noted in the Grading Contract (Appendix 5) which required students to evaluate their work in the labor logs and their achievement of the learning outcomes for the course.

Study Description

Both studies focused on my analysis of student labor logs, their reflective evaluation, course discussion boards, and an end-of-semester anonymous survey. Students were not required to complete any other work outside of the course requirements as indicated in the course syllabus. The information that I collected is used in this project to study how labor logs functioned during the course as an evaluative tool, a reflective practice for the student, and as a guide for understanding the composing of multimodal projects. Even though the sites of these two studies took place in two different levels of writing courses, I used the same process to examine and analyze each set of student artifacts. After the end of the semester, all materials were downloaded and kept on my personal computer and stored on a flash drive for safety purposes.

Analysis on the Fall 2020 English 3050 (TC) courses began in January of 2021. As I describe in Chapters 3 and 4, I first developed the coding schema based on the concepts of meta-awareness and the Canons of Rhetoric. The choice to code based on the concepts of meta-
awareness lies in the way that these concepts can indicate how process writing can be identified in a general way; it is useful to indicate how students write in a variety of contexts – which is valuable in assessing a multimodal curriculum. The choice to code for the Canons of Rhetoric is based how the concepts of the Canons can identify moments of rhetorical sensitivity, or lack of awareness. I also coded for student self-awareness/assessment, instructor self-awareness/assessment, course assessment, development of composition discourse over time, distractions, and finally, any special notations that I found of interest. I read each log multiple times and coded for these concepts. As I coded, I copied student notations into a cumulative spreadsheet for further analysis. At the end of the Winter 2021 semester, I collected and began coding the second study on the English 1020 (FYW) course and completed the analysis in the same way. I returned to the student logs on multiple occasions to reevaluate my coding.

In order to demonstrate how coding was completed, I will pull one excerpt from a labor log. What I present here is a representation of the enormity of information contained in the labor logs. Here is an image of Student H’s entire English 3050 Project 1 labor log from the Excel spreadsheet (sized for this example):
The image above is the entire sheet for Project 1 from Student H’s labor logs. It is impossible to include an entire row or column here, so I have taken an excerpt of one cell. Included is the line prompt, everything the student entered, and added on the side for purposes of this demonstration, typical coding of bolded sections. This excerpt from Student H is from P1B (Professional Website):

**Table 1:**

<table>
<thead>
<tr>
<th>What rhetorical considerations did you make?</th>
<th>TYPICAL CODING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my second time writing part of this as all of my information deleted for some reason so please keep that in mind. When I started this project, I thought about the way that I wanted to present my information in a way that matched my aesthetic. When I was looking through the site templates, I made sure to choose one that matched my goals for my website. I also needed to make sure that it was professionally and visually pleasing. I ended up going with the template titled &quot;Student Resume&quot; because that is exactly what I'm going for with my website. When I</td>
<td>PROCESS (meta-awareness) AND INVENTION (Canons)</td>
</tr>
<tr>
<td></td>
<td>INVENTION (Canons)</td>
</tr>
<tr>
<td></td>
<td>MEMORY (Canons)</td>
</tr>
</tbody>
</table>
chose the background picture for the main page of the website, I didn't want it to be irrelevant or too busy. Despite this, I ended up choosing a sunflower. I believe that this fits my aesthetic, but also makes my website warm and inviting. I chose to make my name the largest words on the screen as was consistent with the template because my name is the main "selling point" of my website and "brand." I chose a font that was clear and easy to read. White seemed like a good color because it stands out to my viewer. When considering word choice for my "About" section, I made sure my vocabulary was formal and professional, reflecting both my goals and who I know my audience will be. The "About" section is situated underneath my name and included a good amount of information. This was for the purpose of giving my viewer an overview of who I am just in case they decided to stop viewing my website. I used my resume summary to help me write this as I feel it is a very good overview. I wrote the "About" section with the intent that it would make the reader continue on. I wanted to include the most relevant work experience on my website. I wasn't sure if this was because my template only included three spots for work or if I really wanted to make things relevant. Overall, I didn't include two of my previous jobs because they only lasted 3 months. I thought that a future employer may be alarmed by this. Also, it is not like I can explain why they lasted for such a short amount of time on my website. I also considered the six month gap between my most recent job and the one listed as coming before it. I thought that this was okay since it is obvious from my webpage the years in which I was a student and that a full time student could have

| STYLE (Canons) |
| TECHNIQUE (meta-awareness) AND ARRANGEMENT (Canons) |
| RHETORIC (meta-awareness) AND STYLE (Canons) |
| STYLE (meta-awareness) AND TECHNIQUE (Canons) |
| ARRANGEMENT (Canons) |
| INTERCOMPARATIVITY (meta-awareness) |
| TECHNIQUE (meta-awareness) |
| INVENTION (Canons) |
constituted my "work." I also figured that since my current job has been for almost 1.5 years that that would make up for any shorter past employments. I also thought about the Personal Interests portion of my website. I want my website to be personable and to reflect who I am as a person; however, I have to keep in mind my audience. This audience is future hiring agents or other professionals; therefore, my website needs to appeal to them. Of course, personal information and interests are appropriate for this portion of my website as long as they paint me in a positive light. For safety purposes, I hesitated about including my contact information and links to my social media accounts. However, I remember reading in Chapter 10 of the textbook that future employers tend to look up your social media accounts to verify your identity and who you are as a person. My Instagram account is private so I felt okay about including a link to that. I also have privacy settings on my Facebook. It is not that I am hiding anything from future employers, but I am hesitant to include my social medias with personal information on a website. I cannot control who views my website which helped me to make the decision to add some privacy. I included my Wayne State email as I thought that this was professional and is something that proves my attendance at the university. I decided to include a link to download my resume on my website as this is a way for future employers to see the full version of my resume which includes details I omitted from my website. I added logos for my past schools to show my pride. I thought this may show employers that I am prideful in the places I have spent considerable time and, therefore, I would be the same.

INVENTION (Canons)

RHETORIC (meta-awareness)

AND ARRANGEMENT (Canons)

RHETORIC (meta-awareness)

AND INVENTION (Canons)

DELIVERY (Canons)

DELIVERY (Canons)

ARRANGEMENT (Canons)

STYLE (Canons)
way with their business. I added an achievements portion to showcase my accomplishments and make my site more full. This was in an effort to showcase more of my positive qualities to future employers. These accomplishments help to display me as well-rounded as well.

INVENTION (Canons)

This example indicates possible concepts found in one cell of the student’s entire labor log. Typical coding would not be completed exactly like this; sections were coded for one concept at a time and copied into a second spreadsheet.

Labor Logs

Design of the Labor Logs

In the Winter semester of 2020, in a Teaching of Writing course at WSU, I was tasked to develop a way of recording student, or my own, composing labor. During the course of writing and researching for the project, I became interested in Asao Inoue’s (2019) concepts of building a more inclusive classroom. Based on Inoue’s grading contract and labor logs, I found myself questioning how instructors of multimodal composition courses could grade assignments more equitably based on the labor students produce and the achievement of learning outcomes. I decided to create a labor-based tool that I could use to evaluate the labor produced by the student in order to evaluate their final products.

The initial design of the labor logs was for English 1020 (FYW). Because this initial design was for my final seminar paper in the Teaching of Writing course, I decided to design the labor logs for a universal-type user. I recruited a novice, an intermediate, and an expert to complete the rhetorical analysis project (Project 1 - Buzzfeed listicle). The novice user was a senior in high
school, the intermediate was a prior student, and the expert was an instructor of first-year writing at a small liberal arts college. I asked the volunteers to read a peer reviewed article and complete the listicle project while noting each move they made during the composing process. I developed writing prompts based on their notes.

Along with the development of the prompts in the labor logs, the three volunteers also suggested that the note taking felt similar to journal writing and that they did not care for it. This suggested to me that students (or the volunteers) are resistant to journal writing. The volunteers stated that they felt like they were writing in a diary, but if there were questions to answer, the use of the excel spreadsheet would feel less-like a diary and more like an accounting of their work. From this usability testing, I developed a basic labor log that I used for the first time in the Spring of 2020 in an English 3050 (TC) course.

In the Spring of 2020, I decided to complete a pilot study that would inform my Research Proposal for the IRB. This was an online English 3050 (TC) course and I informed the students via video recording that I was conducting a pilot study. I first created an Excel spreadsheet with the following prompts:

- What do you imagine your project to look like at the end?
- How did you begin?
- Details about your organizing process.
- What rhetorical considerations did you make?
- How are you designing your work?
- List any distractions as they occur.
- List any moves that you made that do not fit in a category above.
- Total time spent - did you break the work up into different times. Be detailed here, please.
• Did your project end up looking like you first imagined?

• Your final thoughts on your process and how the labor-log worked for you.

I considered that a more open-ended approach to these prompts would allow students to write freely without the constraint of specific question and answer formatting. I produced a video that went over each prompt with various ways that students could respond. The results of this pilot study and the anonymous questionnaire at the end of the semester were satisfying in that student responses were positive. Based on student responses, I did alter the prompts and incorporate a grading contract. What follows is the resulting labor log prompts with the purpose and rationale for each.

Table 2

*English 1020 (FYW) labor log prompts*

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Purpose and Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing during your rewriting strategies?</td>
<td>Prompts students to think about how they begin to approach a project.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>Looks for details of a student’s organizing techniques.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>Prompts students to think about rhetoric in more ways than argument appeals.</td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>Increases a student’s ability to look into their past experiences and apply them to current situations.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>Prompts students to think about more than words.</td>
</tr>
<tr>
<td>List any moves that you made that do not fit in a category above. What is unique about your own composing process?</td>
<td>Increases a student’s ability to see composing as more than essay construction.</td>
</tr>
<tr>
<td>List any distractions as they occur.</td>
<td>Prompts students to think about what stops their composing process.</td>
</tr>
<tr>
<td>Total time spent - did you break the work up into different times. Be detailed here, please.</td>
<td>Prompts students to recognize the time they spend thinking and writing about their projects.</td>
</tr>
<tr>
<td>Did your project end up looking like you first imagined?</td>
<td>Increases a student’s ability to think about their past actions and enforces ownership of work and labor.</td>
</tr>
</tbody>
</table>
Did the feedback (from anyone) you received help you to think of ways to improve your project?  
Increases awareness of revision techniques and the importance of peer review.

Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.  
General reflection on student’s practice of composing processes.

*Project 2 had one additional prompt*

How are you building a logical argument?  
Connects students to researched argument assignments and increases a student’s awareness of this genre writing.

| Table 3 |
|---------------------------------|---------------------------------|
| **English 3050 (TC) labor log prompts** |
| Prompt | Purpose and Rationale |
| What are your prewriting strategies? | Prompts students to think about how they begin to approach a project. |
| List the details of your organizing process. | Looks for details of a student’s organizing techniques. |
| What rhetorical considerations did you make? | Prompts students to think about rhetoric in more ways than argument appeals. |
| Did you draw on any prior skills or writing processes as you worked on this project? | Increases a student’s ability to look into their past experiences and apply them to current situations. |
| How are you designing your work? | Prompts students to think about more than words. |
| List any moves that you made that do not fit in a category above. | Increases a student’s ability to see composing as more than essay construction. |
| List any distractions as they occur. | Prompts students to think about what stops their composing process. |
| Total time spent - did you break the work up into different times. Be detailed here, please. | Prompts students to recognize the time they spend think and writing about their projects. |
| Did your project end up looking like you first imagined? | Increases a student’s ability to think about their past actions and enforces ownership of work and labor. |
| Did the feedback (from anyone) you received help you to think of ways to improve your project? | Increases awareness of revision techniques and the importance of peer review. |
| Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you. | General reflection on student’s practice of composing processes. |

*Project 2 and 3 included two additional prompts were added*
<table>
<thead>
<tr>
<th>How did you begin?</th>
<th>Added after the Prewriting strategies to increase a student’s notations on these strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did your collaboration help or hinder your work?</td>
<td>Added due to collaborative projects. Helps students to recognize how working with others can increase rhetorical awareness.</td>
</tr>
</tbody>
</table>

Each project has a sheet within the spreadsheet. The image below is from the English 1020 (FYW) labor logs.

![Image](Image 2)

The labor logs are located in WSU’s One Drive which all faculty and students have access to. I upload a labor log for each student and then share it with them after I receive acknowledgement, or signature, of their grading contract. Once a student accesses their log, I am notified by email and the logging process can begin. The rationale for using the One Drive for maintaining the labor logs is based on the idea that it is a shared private spaced between the student and instructor. This offers the student a high level of security and allows them the freedom of expression. As I describe in Chapter 5, I believe that this privacy brings about more talk-to and talk-back (Yancey, 1998) occurrences that move the discussion beyond text and into concepts and more personal notations. Below is an image (Image 3) of one page of the Excel spreadsheet labor log. It is taken from the English 1020 (TC) course.
<table>
<thead>
<tr>
<th>Project 1</th>
<th>P1A-Details</th>
<th>P1B-Details</th>
<th>P1C-Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing during your prewriting strategies?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List the details of your organizing process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What rhetorical considerations did you make? Think about this question and think about who your audience is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any moves that you made that do not fit in a category above. What is unique about your own composing process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any distractions as they occur.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total time spent - did you break the work up into different times. Be detailed here, please.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did your project end up looking like you first imagined?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>Suzie’s Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown above, there is space titled *Suzie’s Comments* where I respond to student questions, comment on their notations, or question their composing choices. Using an Excel spreadsheet allows for a greater range of functionality of space, meaning that I, or the student, can manipulate the column width for ease of reading and writing. Excel is also a mode of composing that is familiar to many of our students and I find that working outside of a Word document gives my students an opportunity to work with another type of composing tool.

Integration of Labor Logs

For both of the IRB studies, I introduced the labor logs into the course during the first week of class. Both courses (English 1020 and 3050) were asynchronous online courses. One week prior to the start of the semester, I published the Canvas (the learning platform used by Wayne State University) shell for these courses. The courses are set up with weekly modules that include all teaching videos for each week. The Week 1 module included a video on labor-based grading, an introduction to the labor logs, and an introduction to the grading contract. By publishing the course one week early, my intention was to give students an opportunity to familiarize themselves with the concepts of logging. I asked the students to watch the videos in the order I have them listed above.

The introduction to labor-based grading video explains to the student how I value the labor the put into their work and what that labor may look like. I include an image of a *Rubik’s Cube* that has been exploded and a completed *Rubik’s Cube*:

(Image 4)
The exploded cube is used to indicate how many parts there are to the composing process, including how we think, what we do, and the physical movements we make. I discuss how the types of technology we are using can interfere with our work. The completed Rubik’s Cube image is used to indicate that when all of the sides of the composing process come together, our finished product should be complete, but when one small piece of the process is left out, we will not have a completed cube. With these images and discussion, my intent is to draw attention to even the smallest components of a student’s composing process. I emphasize the importance of the individualistic nature of how we all work and that each person’s process will differ from another’s process.

After the introduction to labor-based grading video, the introduction to the labor logs video follows with an overview of how the labor logs should be filled out. I go through each prompt, giving examples of things that students may want to write about, and further emphasize the importance of their individual processes. Included in this video is my recommendations on when to fill out their logs. I suggest that students open their logs and work in them before, during, and after their work on each project, but it is up to them when they chose to fill them in. I do highly recommend that they do not wait until their work is complete to enter their work in the logs, but as I will discuss later in this chapter it is obvious that this is what occurred much of the time.

After watching the introduction to the labor logs video, students were required to watch the grading contract video. In this video, I give a walk-through of the contract and explain how the course projects are graded based on the level of details in student labor logs. Grading is based on a 3-point system of complete (3), partial (2), and missing (1/0) details in their labor logs. I explain my expectations of what I consider complete notes which are high levels of detail and every prompt responded to. I describe complete notes as the student being able to recreate their project based on
their notes. A partial level of detail is described as moderate notations where I can see the moves they are making, but not fully. An example of this is shown below in my discussion of how the labor logs functioned as evaluative tools. My description of missing, a score of 1 or 0, indicated no notes in the labor logs or missing project in Canvas. It is important to note, here, that a lot of words does not equal detailed notes. There are some students who write hundreds of words without actually describing what they are doing; there are some students who write very concise notes with only a few sentences. The base grade (receiving 3 points for each project and discussion board) was a B. If students wanted to achieve a higher grade, they would be required to complete the final optional project of evaluation of their work in the labor logs and achievement of the course learning outcomes.

Students were required to email their signed contract or email their acknowledgement and understanding of the grading contract before their labor logs were shared with them. The grading contracts for both courses were attached to the Week 1 module. Once students emailed their acknowledgement of the grading contract, I would then share their assigned labor logs with them in the One Drive. When students first enter the labor logs, I would receive a notification. Over the course of the semester, I would frequently remind students of the importance of writing high levels of details in their logs. I purposely reminded them that if they could not return to their logs in a year and recreate their project, then they were not being detailed enough.

The Function of the Labor Logs

What labor logs offer for evaluation of multimodal projects is the ability to build a framework for reflection that focuses on composing processes (Wood, 2019) alongside a focus on rhetoric. By focusing on process and the rhetorical moves that are made during the production of a communicative act, critical thinking occurs during this production which will draw the students’
attention to the labor they produce. We can take the initial idea of labor logs from Inoue (2019) where there is an emphasis on the quantification of labor to enact a labor-based assessment ecology and integrate open-ended questions and reflection that require students to think more deeply about what they do during their work on projects. This approach connects students, as individuals, to their work, and reveals to them the nature and the value of what they do while composing. Evaluation occurs in three different ways: student self-evaluation, instructor self-evaluation, course evaluation.

My integration of labor logs into these courses allowed for me to evaluate many aspects of the course, but this evaluation was often affected by the types of notations that students made over the course of the semester. My initial intent was to enter a student’s labor log once a week and respond to any questions or to any issues that I found. This did not work. While some students did write before, during, and after the composing of a project, the majority of students did not. This hindered my ability to interject during the composing process. Real-time notations were much more detailed than after-the-fact notations. It was difficult to enforce the concept of writing in the logs before they began. I did not receive push-back in the form of active resistance; the majority of the students just did not write in their logs throughout the project. When they wrote in their labor logs was not a requirement in the grading contract, so I felt unable to enforce it.

Each log offers a different view of how an individual thinks about the process of composing. While one student may write in real-time (during the process), another student may write after-the-fact, and then there are students who write before they begin, and their logs become part of the prewriting strategy. An example of this is below from an English 3050 (TC) student’s logs.

Student N:
My prewriting strategies for project 1a are to brainstorm everything that I will need to have ready for this project. I need to understand where I'm going to get my information from. For example, where will I get the job listing, where am I going to get all my official GPAs, and more? Also, I'm going to look at the book to understand what the assignment is looking for.

And then this same student moves into after-the-fact:

I first read and watched the videos to understand what I'm being asked to do. I then wanted to find out all the info I needed, such as the job posting and my resume information. After I got all of that ready, I started my resume and constructed my cover letter after that.

What is so interesting about Student N’s entries is that I can see how they are working out what to do before they begin and then what they did. Student N first sets goals and then describes reaching these goals. Another English 3050 (TC) student sample below shows a more problematic issue.

Student X is writing after-the-fact and their notations are very vague.

Students X:

First, I read the project outline earlier in the week. I read it again yesterday before working on my resume, and again before working on my project again. I opened a resume document on google documents and started entering my information, and did the same with a cover letter document.

These notations for P1A were short and lacking in any real details. They read the guidelines twice is the only explicit prewriting strategy here. Because P1A is the first project of the semester, I was able to intervene in my comments by telling them that they needed to increase the detail in their notes. What is here is not enough for me to see their process. In fact, the student left the What are your prewriting strategies prompt blank, and the notation above is noted in the How are you organizing prompt. For me, this is a clear indication that this student may not be aware of the term Prewriting and they are not organizing in a strategic way. Because I was able to intervene, as the student moved into Project 2, the details in their notes increased. This same student wrote in the next project:
P2A (Intranet): *First I sat down and thought about what I could possibly make an intranet about. Next, I checked out the discussion board to see what ideas other people had come up with for their intranet projects. This was the best way for me to get a good idea of what I really wanted to do, because I was able to consider the things I did and didn't want to focus on. For example, I knew I did not want to do a menu or food based website, and I knew I wanted to imbed a lot of videos.*

The student did add more details after leaving the prewriting strategies prompt blank in their first entry, and we do see a little more of their thought process, but we are still not getting any details about their specific prewriting strategies. After reviewing this student’s logs during the evaluation of the final product, I was able to see that the student did work through the project logically and with thoughtful attention to process, but there are still not enough notes for me to see their process.

Labor logs are very individualistic. Attempting to evaluate a student’s logs with a standardized rubric is problematic because I consistently reinforce the idea that all processes are unique to the individual. When using labor logs in the way that I designed for this study, and even the newly designed logs that I still use, it does take a level of investment in the student that goes beyond the surface. There is a lot of reading on the part of the instructor. There is a lot of going back and forth between the finished artifact and considering what the student logged. This level of investment creates what I consider the labor logs to be in my courses: sites of teacher-student conferences.

**Conclusion**

My implementation and evaluation of labor logs in my multimodal curriculums led to these two studies. As I discussed in Chapter 1, this project initially developed out of the limited available scholarship on the grading of multimodal assignments. It is my belief that this lack of scholarship is based on the subjectivity of composing in multiple modes because this often includes judgement calls on the artistic and personal choices of the student. It does not consider a student’s background or their available means of composing. All scholars of writing studies strive to be equitable graders
in our diverse classroom ecologies and I have found that the implementation of labor logs can help us in our grading practices.

Taking into consideration this lack of a functioning grading tool for multimodal composing, I hope to show, through these two studies, that labor logs can create a clearer picture of how we can evaluate a student’s progression in our courses based on the labor they produce and how the logging of this labor can reveal the nature of the composing process for each student. My aim is to produce evidence of learning, achievement of learning outcomes, and indication of student rhetorical sensitivity. I am also concerned with transparency in my evaluation of students and course expectations to my department and intend to show how labor logs as assessment tools can provide this transparency. These are the concerns I take up in the following chapters.
Chapter 3

Labor Logs and Assessment of Learning Outcomes in Multimodal Composition Classrooms

Introduction

As a teacher in the discipline of Rhetoric and Composition, I have an obligation to my department, the University, and my students to ensure that my students are meeting the learning outcomes set forth by the WPA and applied to our institutional context. Discussions about assessment practices in writing programs have recently focused on the use of reflective writing in the classroom that is either completed as an end of project letter or scaffolded throughout the semester (Yancey, 1998; White, 2015; Neal, 2016; Sommers, 2016). With the integration of multimodality in the writing classroom, the discussion on assessment has hit many roadblocks (Silseth and Øystein, 2019; Wood, 2019). In a society dominated by technological communicating systems and diverse discourse communities, it has become more difficult to approach assessment without consideration of the “different aesthetics which govern contemporary social life” (Kress, 2009). The need to assess how our students are learning and what their takeaways are from our instruction, regardless of writing curriculum, can be met by understanding the thoughts and moves students make during the composing process.

As a teacher-researcher attempting to understand the assessment of multimodal composing, I find that a move away from the traditional reflection letter into a more active reflection practice, through the integration of labor logs, can bring a clearer focus on the moves that students make throughout the composing process to the instructor. Labor logs can also identify moments when students attain the learning outcomes for the course. The shift from a single self-assessment document (reflective letter) to a scaffolded practice of continuous logging can bring more focus on the student, the composing moves, and rhetorical choices that they are making
Jody Shipka (2011) notes that it is important for students to take responsibility for their choices during the composing process and within the labor logs, students are required to take responsibility for describing their composing process and the many choices that they make. By examining student notations of their composing process, it allows for an opportunity to investigate the potential for assessment of learning outcomes. The concepts of meta-awareness are used to examine student labor logs for notations where learning outcomes are achieved or discussed. As stated in Chapters 1 and 2, a focus on meta-awareness lends itself to a generalized view of the composing process in such a way that allows me to seek out notations that speak directly to learning outcomes regardless of mode of composing.

In this chapter, I will define, based on the work of VanKooten (2016), the concepts of meta-awareness and describe my coding scheme based on meta-awareness. The decision to code for these concepts came about from my desire to understand how students discussed their process of composing from beginning to end. After the initial pass through of the logs using this coding, I came to realize that I could locate moments where students’ notations indicated that they were achieving a learning outcome from the course. Following the definitions of Process, Technique, Rhetoric, and Intercomparativity, I will give examples of how coding for these concepts can locate moments where achievement of learning outcomes are in evidence in the labor logs based on notations by the student.

Coding Scheme

While meta-awareness is most often discussed in conversations on transfer (e.g., Graff, 2010; DePalma, 2015; VanKooten, 2016), coding for the concepts of meta-awareness can indicate the how and the why of composing and the choice of composing tools that students use in multiple situations. Most often, meta-awareness is discussed as a student’s general ability to reflect on their
own thinking (VanKooten, 2016) and in the case of labor logs, the opportunity to see a student’s ability to think through what they are doing, or what they did, during the composing of a project. This includes students’ ability to draw on prior writing knowledge (an indication of agency) and reshape it to suit new rhetorical situations and communicative modes (DePalma, 2015). I will briefly review how I define each concept of meta-awareness.

Process typically is described as drafting, writing, revising based on feedback, and editing, or to flesh out the term more fully, knowing the ways and moves in which one proceeds through composing act regardless of mode (Perl, 1979; Sommers, 1980; Flower and Hayes, 1981; Beaufort, 2007; VanKooten, 2016). It is the Planning and Monitoring stages (Scott and Levy, 2013) where students recognize the goals of the project, decide on an approach, and assess their progress.

In order to define Process for these studies, I examined student labor logs for signs of prewriting strategies such as reading the guidelines and general planning. I also looked for evidence of consideration of revision based on feedback. I found Process notes by students in every prompt in the logs. I based my coding on any mention of constructing their project and these notes included moves such as thinking through and deciding on a topic, reading guidelines, organization techniques, seeking out feedback, and revising.

Defining Technique from meta-awareness concepts focuses on how a student utilizes compositional techniques and is able to talk about them (VanKooten, 2016). While coding for Technique, what I noted was how students articulated composition techniques and their function. This can include linguistical values such as transitional words, the use of visuals, and attention to fonts. But it could also include an awareness of genres and language use.

In coding for Rhetoric, I focused on how a student articulated their understanding of their rhetorical situation and the relationship between writer, audience, and mode (VanKooten, 2016).
The labor log prompt *What are/were your rhetorical considerations* often identified how students were considering their audience in relation to their chosen mode. I paid particular attention to this prompt as I coded for meta-awareness, hoping to locate notations that pointed directly to audience, message, mode choice.

For *Intercomparativity* I examined student labor logs looking for moments when there was an articulation of actions taken during the composing process that noted similarities or difference to other modes of expression and genres (VanKooten, 2016). I also noted when students wrote about connecting prior skills, or skills from other disciplines to their current work in this course. These actions can come from other course work or real-world experiences. We cannot know, without specific reference, why a student makes composing choices, but when there is a connection to another assignment or course, we can better understand these choices. When students note, or fail to note, use of genre and writing process knowledge (Beaufort, 2007), it can indicate their ability to move between modes. The chart below offers a quick reference.

**Table 4**

<table>
<thead>
<tr>
<th>Process</th>
<th>Student articulates their concepts of writing processes and discusses the importance prewriting strategies, drafting, writing, editing, and revising. This indicates the Knowledge, Planning, and Monitoring components of meta-cognitive behaviors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Student articulates an understanding of compositional techniques. These techniques can include linguistical choices, stylistic choices, and genre knowledge.</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Student articulates an understanding of the relationship between writer, audience, and mode of communication.</td>
</tr>
<tr>
<td>Intercomparativity</td>
<td>Student articulates an awareness of actions taken during the composing process that noted similarities or difference to other modes of expression and genres. This awareness can include an understanding of skills transferring from one discipline to another.</td>
</tr>
</tbody>
</table>
I will begin by demonstrating my coding of multiple samples from the labor logs (see example of my process of coding in Chapter 2). The first samples are taken from the FYW course, English 1020, followed by the samples from the TC courses, English 3050. The samples from both courses are shown with a simple coding to indicate an achievement of the learning outcome. Table 5 represents the learning outcomes for English 1020 and Table 6 represents the learning outcomes for English 3050.

Table 5

*English 1020 (FYW) Learning Outcomes*

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.</td>
</tr>
<tr>
<td>Writing</td>
<td>Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness. Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.</td>
</tr>
<tr>
<td>Researching</td>
<td>Use a flexible research process to find, evaluate, and use information from secondary sources to support and formulate new ideas and arguments.</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Use written reflection to plan, monitor, and evaluate one’s own learning and writing.</td>
</tr>
</tbody>
</table>

*Addition learning outcomes instigated in my classes*

| Multimodal       | Compose and analyze multiple modes through a rhetorical approach. |
| Collaboration    | Work within a group effectively. Understand how to share and listen rhetorically. |
Table 6

*English 3050 (TC) Learning Outcomes*

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Designing</td>
<td>Write effectively as individuals and in teams in standard genres of technical writing (including summaries, professional correspondence, resumes, instructions, technical descriptions, reports, and performance assessments), including the appropriate use of grammar, mechanics, style, and document design for formal and informal documents and standard conventions of citation and documentation.</td>
</tr>
<tr>
<td>Reading and Analyzing</td>
<td>Read, analyze, and evaluate the design of, and the audience(s) and purpose(s) for, technical documents, including text, visuals, format, usability, citation, documentation, and mechanics.</td>
</tr>
<tr>
<td>Researching and Documenting</td>
<td>Design and conduct primary and secondary research; evaluate appropriate sources in support of composing technical documents.</td>
</tr>
<tr>
<td>Using Technology and Media</td>
<td>Make productive use of current technologies for reading, researching, writing, and designing technical documents.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Work with peers on projects and track progress in shared field notes.</td>
</tr>
</tbody>
</table>

English 1020 (FYW) samples

The samples below are pulled from the English 1020 (FYW) course from the second study. I have bolded key phrases that indicate various ways that coding for meta-awareness can point to achievement of a learning outcome. In attempting to satisfy my desire to find evidence of the learning outcome *Reading*, I realized that I did not emphasize to students write in their logs about reading and analyzing their sources for Rhetorical Analysis or the research project. While it is an obvious part of each project’s guidelines, I did not tell the students that I wanted to see evidence of this in their logs. I can assume much, but in matters of classroom and programmatic assessment,
transparency is needed. The data I gathered in my coding for meta-awareness does include proof of this learning outcome, but I would have liked to see more details.

**Reading**

- Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Before I start writing anything, I'll make sure to read the article a couple times over and collect my thoughts as I begin to write an outline. I'll compose a list of topics from the article and analyze the strategies behind them.</td>
<td>Process – Prewriting Technique - Organizing</td>
</tr>
<tr>
<td>BB</td>
<td>I started to organize my source by printing a copy and marking up the printed copy with annotations, after reading it multiple times. I sorted my annotations with a color coordinating and sorted it by ethos, logos, and pathos.</td>
<td>Process – Prewriting Technique - Organizing</td>
</tr>
<tr>
<td>CC</td>
<td>First, I will read the article carefully. Second, I will take notes and highlight important words. Third, I will brainstorming ideas.</td>
<td>Process – Prewriting</td>
</tr>
<tr>
<td>HH</td>
<td>For the research, I will be using the Wayne State Libraries catalog to find more peer-reviewed online articles which will help me to support my argument. After finding each article, I will summarize them and connect each to my topic’s argument and then place all the sources and its summarizes in the Stormboard/Mind Map.</td>
<td>Process – Prewriting Rhetoric – Genre Awareness</td>
</tr>
</tbody>
</table>

The four samples above indicate a variety of ways that students note their reading during the semester. What is evident is active/close reading, annotating, genre reading (peer-reviewed articles) that indicate that students understand analytical reading for rhetorical analysis. The samples provided above are all from Project 1, the Rhetorical Analysis projects. I choose these samples because they gave me a range of reading techniques. I am satisfied that the learning outcome of *Reading* was achieved, but I feel that more writing about reading is needed to satisfy the assessment needs at the program level. Inclusion of more instruction on filling out the logs to show reading techniques, or a specific prompt, should be added to address this.
As I coded for meta-awareness, it became evident that this coding schema is an excellent tool for identifying how students write about their own writing/composing. As I looked for samples for this dissertation project, I examined my data for moments where students wrote and thought about genres, rhetorical awareness of audience – which includes genres expectations, and the way that they reflected on their process of composing. The samples below are examples of how FYW students meet the learning outcome of Writing.

Writing
- Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness.
- Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.

Table 8:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD</td>
<td><em>I will be using my word document and storm board to assist me in writing my first draft. What I am also going to be doing is writing out some points that I want to make as seeing that on other students storm boards I thought it was a great idea! As shown in the video writing out what each paragraph is going to have then having sub points that need to be mentioned in that topic as well. I am going to try this method as I have used one similar to this in the past and found that it worked very well for me.</em></td>
<td>Process – Planning, Technique – Organizing, Technique, Intercomparativity – Prior Skill Knowledge</td>
</tr>
<tr>
<td>EE</td>
<td><em>The unique way that I establish along this project was to write my ideas into a piece of paper first, then go back and add more facts into it, to revise and check grammar errors before type it in.</em></td>
<td>Process – Planning, Revising and Editing</td>
</tr>
<tr>
<td>HH</td>
<td><em>First draft: I am designing my work in a Word document in MLA format since that is the requirement for this project, which is a formal research paper. It will be double-spaced, 12 point font, and Times New Roman. Second draft: This draft will look similar to my first draft with the addition of the commentary that was made. It is in a Word document in MLA format, double-spaces, 12 point font, and Times New Roman. Third draft: Similar to the other two drafts, this draft will look the same, with the addition of all the integrated comments in this final draft of the research paper.</em></td>
<td>Process – Prewriting, Writing, Revising</td>
</tr>
</tbody>
</table>
I decided to write my introduction and conclusion first instead of focusing on the body for right now. For this part, we felt the audience was extremely important because these types of visuals are aimed directly at the audience they're trying to reach.

The four samples above give a range of writing concepts. Coding for the meta-awareness concepts of Process and Technique enables me to see how students are using known composing methods such as organization of paragraphs and pre-writing strategies. While the concepts of Rhetoric and Intercomparativity draw attention to genre awareness and prior knowledge, these concepts also allow me to see how students make the connection between writing in different situations. Student HH’s notations give me a view of the stages they work through as they reach their final product while Student DD is more focused on prewriting and organization. Both samples are evidence of how I can show various ways this learning outcome is achieved.

In English 1020 (FYW), students are required to complete Project 2 (Research). This project includes mind-mapping their sources (P2A-Source Map) which requires students to read and analyze their sources for their research project. This is followed by a researched argument that is composed in two different ways: An academic essay and a visual representation of their argument. This project supports student achievement of the learning outcome of Researching. As the samples below indicate, students use a variety of techniques for research.

Researching
- Use a flexible research process to find, evaluate, and use information from secondary sources to support and formulate new ideas and arguments.

Table 9:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE</td>
<td>After establishing my claims, I went into Wayne State Library online to look up articles that will help support my arguments, this took the longest since I have to read a lot of articles just to find 8 sources that match my ideas, I think it took me 8 hours/per day, 2</td>
<td>Process - Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhetoric – Genre and Audience Awareness</td>
</tr>
</tbody>
</table>
days in total. After that, I need to explain my reasons for using the articles, thus, it took me another 4 hours.

GG  I like to use Wayne State Libraries to find a credible source, it helps a lot when the topic is considered controversial (universal health care). Update: did not find a good source through that so now I am using google and checking the credibility.

JJ  Something unique about my composing is that I initially gathered around 15 sources, and narrowed it down to 8 sources that I believed would most support my argument.

KK  when looking for sources and deciding whether or not they fit my audience for my project question or if they are with or against what I’m saying. I found an article that had pathos in it and thought it was a good idea to use it bc with car crashes emotion is allot to do with it.

Rhetoric – Genre Awareness
Process – Planning/Prewriting

Technique – Composing Choices
Rhetoric – Genre and Audience Awareness

The learning outcome of Research is attained by completing the final research project, but coding for meta-awareness allows me to see how students are approaching their research. Student EE above uses Process and Rhetoric in their pre-research strategies. It indicates that this student is focused on their approach to research by going through organized steps. Student JJ, on the other hand, gathers many sources and then narrows their source list based on those sources which best support their argument. As these samples show, researching is as different as the individuals in my course. Each student approaches their research in ways that help to support the way they learn and write that works best for them. While these approaches vary in research technique, they are all indicative of achievement of this learning outcome.

The Reflecting learning outcome is completed during the logging process, so all of a student’s labor logs are artifacts that meet this learning outcome. The samples below offer a small view of notations that reveal the various ways that reflection functions when labor logs are inserted into an English 1020 (FYW) course.

Reflecting
  * Use written reflection to plan, monitor, and evaluate one’s own learning and writing.
Table 10:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>BB</td>
<td><em>I also like to create my introduction first, generally because it comes easiest to me. I almost always used to write all of my essays &quot;impromptu&quot; style, with very little prewriting which I am trying to break out of. Though, I still struggle with prewriting.</em></td>
<td>Technique – Composing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process - Planning</td>
</tr>
<tr>
<td>FF</td>
<td><em>Yes I drew on the brainstorming skills, I usually never put it out on paper and actually draw it out but I do it more in my head. But now doing it on paper helps me understand it more. This project was very eye opening because it showed me how more organized I can be and especially with research papers and how there are so much stuff with it.</em></td>
<td>Process – Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technique - Composing</td>
</tr>
<tr>
<td>GG</td>
<td><em>During highschool I was in AP and accelerated courses that had us do projects in different formats such as lists or presentations similar to this. However I would typically analysis the paper as well so it may be hard for me to keep it short and simple and not go into depth.</em></td>
<td>Intercomparativity – Prior Skills</td>
</tr>
<tr>
<td>MM</td>
<td><em>During this stage I am exploring the different websites available to make a visual presentation of my project. I am struggling with this as I thought I was tech savvy but not as savvy to navigate the different sites.</em></td>
<td>Process - Prewriting</td>
</tr>
</tbody>
</table>

As noted above, the *Reflection* learning outcome is completed throughout the semester because of the labor logs. The samples above are four out of twenty-six English 1020 labor logs where students reflect on their labor. What occurs in labor logs is very different from a reflective memo. The format is different in that students are not only writing about the project they are working on, but also how they are negotiating the world that they are communicating in. An example of this is Student MM’s discussion of websites and who they think they are within the technological world they are working and communicating in. Often *Planning* and *Monitoring* (Scott and Levy, 2013) occurs in labor logs, but students also reflect on moments of self-awareness when they note their own issues (Student B). It is clear that labor logs satisfy this learning outcome.
The following samples are from the additional learning outcome that I added for this course: Multimodal [Composing]. This English 1020 (FYW) curriculum is rooted in a multimodal pedagogy that allows students to discover and choose the mode of communication that best fits their communication. Coding for meta-awareness indicated various ways that students discussed various modes, the genre expectations of these modes, and their thoughts about how modes function effectively.

Multimodal

- Compose and analyze multiple modes through a rhetorical approach.

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>The listicle’s purpose is to inform those users about the threat of antibiotic resistance and what we should all collectively do to avoid it. When trying to reach a group of people on a topic as urgent as this, credibility (Ethos) is necessary.</td>
<td>Rhetoric – Genre and Audience Awareness</td>
</tr>
<tr>
<td>CC</td>
<td>For this project, I want to do something more dynamic. For that, I'm brainstorming some ideas. I don't want to use Word or PowerPoint. I'm looking for a presentation to be organized and creative.</td>
<td>Process – Prewriting Technique - Composing</td>
</tr>
<tr>
<td>DD</td>
<td>I wrote down everything that needed to be on the poster and then began to do quick drawing of where things would be placed. This helped me eliminate many layouts I thought were going to work. What I also used from another course is illustrator to create my poster, this allowed me to manipulate text and have no road blocks.</td>
<td>Process – Prewriting Technique – Layout Intercomparativity – Prior Skills</td>
</tr>
<tr>
<td>II</td>
<td>I thought about doing a billboard so I wanted it to be seen to help spread awareness. Billboards are highly noticed by many many people and I thing they are more noticed than posters.</td>
<td>Rhetoric – Genre and Audience Awareness</td>
</tr>
</tbody>
</table>

Adding this learning outcome was important to me in this English 1020 (FYW) course because it allows students the opportunity to think about the way they communicate in a deeper way. It is evident in the samples above that these students recognize the various ways that communications take place and recognize expectations of specific genres. In Student DD’s entry,
they discuss prewriting, layout, and use of prior skills, indicating the ways they thought about their use of a poster as the mode. Student II notes how using a billboard would help their argument to be seen by many people allowing me to see that they understand the genre of billboards.

A second learning outcome, **Collaboration**, that I added to this course’s learning outcomes was specifically designed to bring awareness that writing is a communication that does not take place in a vacuum. As I reviewed the data from my coding for meta-awareness, I found various ways that students discussed and noted their collaboration experiences. My hope was that students would recognize the *sharing of ideas* that occurs when students work in groups. I did find evidence of this, but I also found how students shared knowledge and how they communicated with their group.

**Collaboration**
- Work within a group effectively.
- Understand how to share and listen rhetorically.

Table 12:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td><em>My favorite prewriting strategy is clustering. I use it every time. Also, since I’m working with a partner, I’m using outlining to show him my thoughts about the paper.</em></td>
<td>Process - Prewriting</td>
</tr>
<tr>
<td>KK</td>
<td><em>After me and my group looked through two different articles we decided on using an article from JOSPT called Preventable Injuries/Fatalities Due to Distracted Driving: A Call for a Coordinated Action. We found this article interesting and it had more info that we could use for our listicle than the other article. After finalizing what article we are going to do, we start communicating to begin constructing the outline of the listicle and organizing what we want the focus on, and what our plan was. Once we have our outline done then we are going to start deciding who is going to do what from the article to make sure we complete everything.</em></td>
<td>Process – Planning Technique – Research and Organizing</td>
</tr>
<tr>
<td>LL</td>
<td><em>I have already talked about this, but instead of having prewriting strategies, and like an organizing process, our text thread kinda played a role in that.</em></td>
<td>Process – Planning Technique - Organizing</td>
</tr>
</tbody>
</table>
and that was a move that pretty much didn’t fit any of the categories. Our text thread acts as communication for our group, but also as our notes, thoughts, and ideas.

| NN | As I watched this and even after, my group and I felt that the audience was hard to determine. We talked about how it could be directed to however was to watch or that it is directed toward mainly people of color. | Process Prewriting/Brainstorming |

The learning outcome of Collaboration was difficult to sustain in an asynchronous online course but as shown above, students were able to work through many issues. The majority of notations had to do with organization and communication. But, as the labor log samples above show, I was able to realize that students were capable of working through communicative difficulties and sustain peer relationships within their groups and share knowledge.

The samples below are pulled from the English 3050 (TC) courses. I have bolded key phrases that indicate various ways that coding for meta-awareness can point to achievement of a learning outcome.

English 3050 (TC) samples

Below are four samples of the data that was coded under the concepts of meta-awareness and pulled from student labor logs, I looked for notations that spoke to the learning outcome of Writing and Designing. As shown below, this learning outcome could be found in all four concepts meta-awareness. I focused on a student’s ability to note awareness of genre expectations and known writing process notes such as outlining and prewriting, language use, and style. I also looked for moments when students became aware of prior knowledge use. Use of prior knowledge can indicate a student’s ability to write in multiple contexts, which is valuable in a course design based on multimodal composing.

Writing and Designing
- Write effectively as individuals and in teams in standard genres of technical writing (including summaries, professional correspondence, resumes, instructions, technical descriptions, reports, and performance assessments), including the appropriate use of grammar, mechanics, style, and document design for formal and informal documents and standard conventions of citation and documentation.

Table 13:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>We started by forming an outline and discussed what we would like to fixate our focus on in each subheading we choose to label.</td>
<td>Process – prewriting Technique – style choice</td>
</tr>
<tr>
<td>F</td>
<td>This memo is supposed to be a professional report, so we are making sure our language is easily understood and professional. It also has easy-to-read formatting and organization where the reader can easily get to the parts they want to read. We also want to create tables and figures that are easy to interpret and present relevant information. These visual parts are correctly referenced and related to the information in our report. We also included a small part that explained the limitations of our study and our study methods. We thought this would help research in the future so a repeat could occur. We made sure to point out that the pandemic may vary our results.</td>
<td>Process - drafting Technique – style choice and language use Rhetoric – genre and audience awareness</td>
</tr>
<tr>
<td>P</td>
<td>I did draw on prior skills while completing Project 2C. I usually write a lot of lab reports so I am quite familiar with formatting a report that needs clear intro, objects, results (usually very detailed and informative of the raw data), and a conclusion to tie everything together. It made it I easier to write this out because I am used to planning out the information step by step of what is needed and should be included in a report. P3A-I did draw on prior skills throughout writing and working on the first part of project 3. The skills I drew upon were from constantly writing lab reports and essays throughout highschool and college. I am familiar with collecting data, organizing it, and researching relevant information that will further stress the topic of my research.</td>
<td>Intercomparativity – transfer of skills from one discipline to another Process – Planning</td>
</tr>
<tr>
<td>V</td>
<td>We made the rhetorical considerations of using logos, obviously is an academic paper so it has to be very professionally made, and use</td>
<td>Technique – genre knowledge</td>
</tr>
</tbody>
</table>
qualitative and quantitative information so logos was one of the most rhetorical considerations that we made, and we also used pathos and ethos as well because you have to establish your credibility and also feed into the emotions of the people reading it because we are talking about addiction and mental health which is a topic that is very personal to a lot of people especially to the target audiences.

From the four samples above, I can assume that these students are achieving the Writing and Designing learning outcome. The students are thinking about visual rhetoric, the language and tone of their message, and the appropriate design of the composition. There are notations of prior knowledge use by Student P indicating that their ability to use a genre from another discipline (Intercomparativity) helped in their writing for this course. The short notation from Student A is basic, but it indicates the student’s awareness of prewriting strategies (Process) and the importance of style decisions (Technique). By coding for Process, Technique, Rhetoric, and Intercomparativity, I was able to locate instances where students were able to write about writing, thus indicating achievement of this first learning outcome.

The following samples are a combination of two learning outcome (Reading and Analyzing – Researching and Documenting). They were combined due to the amount of intersection that occurs during Project 3 (In-depth Research Project). Students, often in collaboration in small 2-3 person groups, get together based on a shared interest in a research topic. After their groups are formed, they discuss and design a research project. As described at the beginning of this chapter, meta-awareness is the process of planning and monitoring, moving between writing and thinking (VanKooten, 2016), and the notations from student labor logs on Project 3 indicated the achievement of these two learning outcomes.
Reading and Analyzing
• Read, analyze, and evaluate the design of, and the audience(s) and purpose(s) for, technical documents, including text, visuals, format, usability, citation, documentation, and mechanics.

Researching and Documenting
• Design and conduct primary and secondary research; evaluate appropriate sources in support of composing technical documents.

Table 14:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
</table>
| G       | I took an Anthropological Methods course last year and utilized the new (and developing skill) of writing surveys and communicating people without "othering" them. I didn't get anywhere near the amount I wanted in response to our survey, this has left me to resort to looking for other sources for the information to supplement my findings. Looking back as I sort through the responses, I honestly feel like the survey would have been better as a focus group discussion. A lot of my participants seemed to have a lot to say about the things I asked and I would have been able to further inquire about the specifics of their meaning. Some of their responses, specifically Participant 3 had a great depth and meaning to their answers. | Intercomparativity – Transfer of skills from one discipline to another
Technique – Genre knowledge
Process – Research strategies |
| H       | I did some research using Google Scholar prior to submitting this as our question to make sure that research and data already preliminarily existed on the topic. This was important so that we did not choose a topic that would be next to impossible to find data on. Once I saw an abundance of articles on not only the usefulness but also the opinions of comprehensive sexual reproduction, I felt more confident in choosing this as our topic. | Process – Prewriting and Planning
Technique – Research techniques |
| O       | I looked through sources that would help with the overall project which I also sent to the group. I bullet pointed ideas from the summary, introduction, and actual research method before I began typing about them. Knowing that Coronavirus and the immune system can be a confusing topic for people who are not scientifically inclined, I made sure to include background and a lot of definitions that would help | Process – Prewriting and Planning
Technique – Style choice
Rhetoric – Audience needs |
the reader understand any context that was out of their field of study. After reviewing, I then began to research each vitamin and its specific effects. Since our experiment was one that was unable to be actually conducted, because it contained experimenting on real COVID patients, I began to look at scientific journals to see what real scientist have found. On top of my previous high school science project, I also read other physicians reports of vitamins on the immune system and made sure that all of my information was backed up by evidence to make a solid findings section.

<table>
<thead>
<tr>
<th>Intercomparativity – Used extant examples</th>
</tr>
</thead>
</table>

R

I began on scholarly websites such as wings library as well as Google scholar and started asking questions in the search bar pertaining to my subject area which is the effects are on online school for K through 12 students, evidently lots of information came up and I had a lot of past work to choose from as well as more new and relevant work due to the current pandemic. I also asked friends of mine who I knew had younger siblings that were in a K through 12 online program, if I could interview them and ask them a few questions.

<table>
<thead>
<tr>
<th>Process – Prewriting</th>
</tr>
</thead>
</table>

V

I have a lot of research experience because of the previous classes that I've taken. So I've had to do research papers very similar to the one that we had to conduct for this class last year. So that really help me out because I already know the structure of academic papers, and I am very well immersed into reading them and understanding them in the context of mixed methodology papers, which is the paper that we wrote.

<table>
<thead>
<tr>
<th>Intercomparativity – Prior experience</th>
</tr>
</thead>
</table>

The five samples above indicate how coding for meta-awareness can clarify how students are meeting the learning outcomes of Reading and Analyzing and Researching and Documenting. Because Project 3 requires students to do deep research on a topic, their labor logs indicate the way they think and write about reading and analyzing their sources. Their labor logs also become sites where they document their thoughts about their sources. Student O, recognizing their inability to do the actual study, utilized scientific evidence from their sources to support their argument.
What is also on display is a deeper insight into how students think through their research process. These samples also show the different ways that students approach research. Student O focuses on the rhetorical aspects of their sources and Student H only discusses their research techniques. Student V chose to discuss their past experiences in research and academic writing, and while they are not specifically addressing their reading and annotating of sources, their notations do indicate an achievement of these two learning outcomes.

The following samples show how the learning outcome of *Using Technology and Media* is evident in student labor logs. I must note that this English 3050 (TC) course curriculum is multimodal and during this study, both courses were taught online. The samples below are specific references to media and technology types. I was interested in how students thought and wrote about their use of technology.

**Using Technology and Media**
- Make productive use of current technologies for reading, researching, writing, and designing technical documents.

---

### Table 15:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>The organization of the intranet website first consisted of narrowing down our broad topic of a sports advice page to a couple specific sports which we intended to go into more depth about. When we had narrowed down our topic, we made a list of what we needed to include in our intranet based on ideas that we gathered from researching other intranet websites. After we decided on the style and format of our website, we divided our objective into three parts for each of us to work on. Because Google sites allowed us to each edit from our own accounts, there was no issue having to find separate times to work on it.</td>
<td>Technique – Style choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process – Prewriting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intercomparativity – Genre awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process - Editing</td>
</tr>
<tr>
<td>G</td>
<td>I've done digital art commissions for logos and other icon images, so I drew upon that to design one for my digital resume and utilized the color pallet for shades across the site.</td>
<td>Intercomparativity – Prior experience; Genre awareness</td>
</tr>
</tbody>
</table>
The one thing that I have not talked about yet was a problem that I had with the Canva website. While I did have experience with the website, I still could not figure out how to transfer one of our graphics from our paper to Canva. When I talked to my group, neither of my group members could figure out how to transfer it either. Eventually, I did figure it out and got our graphic to the project. This problem shows that even with experience in something, there can still be problems and limitations and you have to work through them.

After we talked in our WhatsApp groupchat, we organized a Zoom meeting on the Oct. 21st. Before we started however, I made sure to refer back to the guidelines and the videos about 2C. We started the meeting at around 4PM and began by first looking at samples of User Test Memos. After that, we looked and the feedback we got back from the 3 users on our usability test and took notes of their specific feedback.

First, I began by thinking about what website issues I have experienced in my history with the internet, this included: error messages, pages not loading, and confusing internet pages. I then put this information and kept it in mind when formulating my questions.

The five samples above indicate a wide range of technology that was in play during the semester. As stated above, this fully asynchronous online course required use of technology. What is really interesting is that in coding for Process, I found the entry by Student L that discusses their collaboration within their group and the various technological tools they used to communicate. This notation, while not specifically addressing use of technology within the composing of the project, it does indicate how these students use technology as tools in everyday life. The majority of students in English 3050 (TC) noted their websites or different presentational tools, issues they had with technology and how they solved these issues, and their reasoning for using the technology they chose. My coding for meta-awareness did prove to me that the Using Technology and Media learning outcome was achieved by these students.
As noted above, these TC students work in collaboration for their research project (P3), but they also can work collaboratively for P2 (Intranet site, usability test, and user test memo). The coding for meta-awareness produced data that indicated how students communicated with peers, how they discussed their work, and how their collaboration functioned. The samples below show a variety of notations on collaborative activities.

Collaboration

- Work with peers on projects and track progress in shared field notes.

Table 16:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
<th>Meta-Awareness Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>The collaboration helped my work since I had group members dividing the work up; we also peer-edited each others tabs, so that we could catch mistakes others have made and didn’t noticed. Collaboration allowed us to peer edit each other's work and we can correct mistake for each other. Also, we split up the work into parts, so we all didn't have to spend hours on this part of the project alone. Having to work in the group allowed me to ask questions when confusion arose.</td>
<td>Process – Prewriting; Planning; Revising</td>
</tr>
<tr>
<td>K</td>
<td>I communicated with my fellow groupmates as to how we wanted to structure our intranet site and what we wanted to include. We made a rough outline of the pages of our intranet and began to build our site from there. With our rough expectations and our outline in place, we began structuring our site. We had all the information ready and the things that we are passionate about.</td>
<td>Technique – Style choices</td>
</tr>
<tr>
<td>Q</td>
<td>I started by dividing the work up for me and my groupmates. That meaning we looked at the assignment prompt and made a list of everything that we had to include. I then look at the list and put tasks for each groupmate so that we have deadlines for when certain tasks need to be done so that we our on the same page. Once everyone has their assigned tasks we talk through any questions we have on the assignment or on our tasks so that we have some clarification before actually beginning to work on the project.</td>
<td>Process – Prewriting</td>
</tr>
</tbody>
</table>
We tried to make the website attractive to the eye and user friendly. We wanted something that is not formal, but also succinct and interesting at the same time. This is because sports fans usually like things like visuals, quotes and ranked lists. They also do not have the time or want to spend hours scrolling through the website.

Working with each other helped us organize the usability test. We also improved each others work by pinpointing and then fixing some minor mistakes.

In the samples above, I selected samples that show how students worked together and worked through their projects. While the samples do indicate achievement of the learning outcome, there is a lack of how the nature of collaboration can help students view a topic from someone else’s perspective. In twenty-six samples, not one of the English 3050 (TC) students explicitly recognized this sharing of ideas in their notations, but it implied that they shared ideas. This indicates to me that what is needed is more discussion, or a labor log prompt, on how collaboration can broaden how we think about a situation can increase our knowledge and expand our cultural viewpoints on a topic.

Conclusion

The decision to code for the concepts of meta-awareness preceded the idea to look for student achievement of learning outcomes. After I collected the data from this coding schema, I then decided to approach the assessment aspect of this project by examining the data objectively and realized that student’s notations indicated achievement of learning outcomes which would satisfy programmatic assessment goals. As indicated in the samples above, coding for meta-awareness can help to identify when learning outcomes are achieved. This is an effective method for assessment of learning outcomes in the two levels of writing courses that I studied. The concepts of meta-awareness are often thought of in terms of transfer but also a student’s ability to articulate what they are doing as they compose. When students write in their labor logs, instructors
can identify specific aspects of the students composing that would allow for assessment on learning outcomes. I coded student labor logs for specific identifying features that would indicate an achievement of a learning outcome. As indicated in the samples above, students can achieve learning outcomes in multimodal writing curriculums and valuable assessment can take place. While the samples above are only short excerpts from longer passages, I can still safely argue that there is no difference between compositional modes when it comes to students achieving the learning outcomes. Students did not note any changes in composing process or rhetorical choices between projects, which indicates this fact. They may mention the medium they are working with, but it is not a discussion on one rhetorical choice over another.

There is also evidence in the samples above of composition discourse usage and evidence of prior knowledge usage. While composition discourse usage and prior knowledge are not part of the learning outcomes, they do indicate moments of learning outcome achievement. Students note their prewriting, organizing, brainstorming, outlining, audience, etc., indicating that they are aware of how the discipline discusses writing. Even though labor logs are personal sites of reflection and not reflection letters/memos that specifically ask the student to identify concepts, they are aware of my presence in the logs, which may be why they use these terms. This chapter examined the data that was gathered on my coding schema based on meta-awareness and it has shown to be valuable for a more straightforward assessment of student learning. Moving forward into Chapter 4, I will be taking a more subjective and holistic approach to the coding and analysis of student labor logs.
Chapter 4

Coding for the Canons of Rhetoric:
Identifying Rhetorical Sensitivity within Students’ Reflection of Composing Moments

Introduction

In the previous chapter, I created a coding scheme based on the concepts of meta-awareness and coded student labor logs for specific notations that would indicate an achievement of course learning outcomes. This objective perspective is effective in assessment of course goals, but the specific notations, when taken out of context, do not reveal the entirety of the student’s movements during the composing process. In this chapter, I take a subjective and holistic approach to coding for the Canons of Rhetoric in order to reveal how individualistic and encompassing student labor logs can be. I argue that the value of using the Canons of Rhetoric in coding labor logs is that it reveals a larger picture of composing moves that students make. The compositional moves noted by students in their labor logs are valuable in a course that contains multimodal projects. The final artifacts in a multimodal curriculum can vary from a traditional academic essay to a video to a website; labor logs reveal what moves a student makes when composing, which leads to my understanding of their rhetorical choices during the process of composing.

In a course designed using multimodality, like the Introductory College Writing (FYW) and Technical Communication (TC) courses I described in Chapter 2 and focus on in this project, emphasis on the five classical rhetorical Canons becomes essential due to the varying modes of communication students employ. In ancient Rome, the five Canons, *inventio* (invention), *disposition* (arrangement), *elocutio* (style), *pronuntiatio* (delivery), *memoria* (memory), were important to rhetoricians who emphasized these concepts in their oral communicative acts. The Canons have been adapted over time for written communications and can now provide us insight into learning and communication in a multimodal classroom (Bourelle, Bourelle, and Jones, 2015).
The Canons are not individually specific practices; we should imagine them as practices that are related and changeable based on modes and technology (Brooke, 2009).

In analyzing the labor logs for rhetorical sensitivity, the Canons of Rhetoric are a valuable coding tool because it allows us to break down the various ways in which students enact a thoughtful approach to audience awareness. Hart and Burks (1972) argued that there are five characteristics of rhetorical sensitivity:

1. tries to accept role-taking as part of the human condition, 
2. attempts to avoid stylized verbal behavior, 
3. is characteristically willing to under-go the strain of adaptation, 
4. seeks to distinguish between all information and information acceptable for communication, and 
5. tries to understand that an idea can be rendered in multi-form ways.

While these characteristics are based on social interactions and dialogic communications, they can help to define and understand the varying levels of a student’s rhetorical sensitivity and how they express it in their labor logs. When a student considers who they are as a composer (characteristic role-taking), they are deciding what and how they are going to communicate to their audience (Invention). This is specifically a social and rhetorical activity (Roozen, 2015) and indicates that a student understands that the role they choose works to accomplish their goals of communication.

Characteristic number 2, avoiding certain language behaviors is a focus on the language the student chooses to communicate their message (Style) which can include tone of voice, font size, color, visuals, etc. The choices a student makes are ethical choices regardless if their labor log notations are explicit notations about being ethical because the choices they make are directly connected to their intended audience and indicate an awareness of this relationship (Duffy, 2015). In considering characteristics number 3, 4, and 5, being adaptable in any rhetorical situation can be identified in a student’s ability to structure the content of their composition (Arrangement), locate existent examples, whether it is their own or from other sources, of the genre, or mode, they wish to use
(Memory), and finding ways to convey their message that the audience would expect (Delivery). We know that writing/composing is fluid and can be altered based on the rhetorical situation; it speaks to each situation through forms that are recognizable to both the composer and audience (Bazerman, 2015; Lunsford, 2015; Roozen, 2015).

In this chapter, I first define the concepts of the Canons of Rhetoric. I then provide samples where I inductively applied the concepts of the Canons of Rhetoric and discuss my analysis of student samples. This discussion will approach the analysis holistically; I use whole passages from student labor logs in order to analyze each passage in context. The discussion centers on the student’s rhetorical sensitivity, knowledge, and compositional practices as it pertains to each of the five concepts of the Canons of Rhetoric. The samples in this chapter are larger and contain more information than the previous chapter in order to include specific phrases in context to see the individual who is writing and understand more fully their thought process.

Coding for the Canons of Rhetoric

Below is a chart of my definitions of the Canons of Rhetoric. Each concept is defined more fully as a preview to the samples.

<table>
<thead>
<tr>
<th>Table 17:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invention</strong></td>
<td>Articulation of determining what to say, how to say it, and consideration of the available means of persuasion.</td>
</tr>
<tr>
<td><strong>Arrangement</strong></td>
<td>Considering the order of the composition with an awareness of audience understanding.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Articulation of language and visual choices.</td>
</tr>
<tr>
<td><strong>Memory</strong></td>
<td>Recalling skills, whether internal or external, in order to meet audience expectation.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Consideration of systems of delivery and performance based on thinking critically about the best mode to compose the message.</td>
</tr>
</tbody>
</table>

Using the Canons of Rhetoric allowed me to identify a variety of samples for each code but also led to many instances of intersection between concepts of meta-awareness and the Canons
of Rhetoric. One place where intersection occurred is in the coding for Process, from the previous chapter on meta-awareness, and Invention (the Canons of Rhetoric). While they contain many of the same attributes, Invention, as defined as “What do I Say,” shows more details of students spending much time just stewing on what they want to say and how they want the audience to understand it. Intercomparativity and Memory also intersect when students wrote about previous composing experiences.

Data coded for the Canons of Rhetoric

**Invention**

The Classical definition of Invention is the process of determining what to say, how to say it, and considering what the available means of persuasion are. Applying this definition to our current classroom where composing is completed using multiple modes, we can expand it to include Douglas Eyman’s (2015) definition of Invention as using available networks of information and utilizing multimodal and digital tools as persuasion techniques. Collin Gifford Brooke (2009) addresses the concept of Invention in new media and digital text as an ecology which includes reading and writing and the relationships between these practices as not closed transactions. The coding for Invention is different than the other concepts that I coded for mainly due to the fact that the labor logs themselves are the student’s Invention when they are writing real-time.

**Invention** is active. It changes as the student progresses through the composing of a project. It can use metacognitive concepts such as knowledge, planning, monitoring, and evaluating (Scott and Levy, 2013) to indicate their rhetorical considerations and composing choices. Like our concept of Process, Invention includes revision based on feedback, but revision could also be based on a student’s growing awareness of different modes of expression and as they examine
different examples. One clear example of this is shown in the first of the English 3050 (TC) samples below.

Student H:

P3A (Research Proposal): I started off with finding a group and topic. I posted in the discussion board for this project about my major and interests in public health. Danielle reached out to me and expressed that she has always had an interest in the impact of comprehensive sexual education. We discussed this further and brainstormed ideas to refine this topic. We eventually decided to keep this clear and concise with our research question being "Is a lack of comprehensive sexual education related to poorer reproductive and sexual health outcomes in adults?" I did some research using Google Scholar prior to submitting this as our question to make sure that research and data already preliminarily existed on the topic. This was important so that we did not choose a topic that would be next to impossible to find data on. Once I saw an abundance of articles on not only the usefulness but also the opinions of comprehensive sexual reproduction, I felt more confident in choosing this as our topic...I also read Chapter 11 to prepare myself with research proposals as I have never done one before. I also watched the Week 8 and 9 videos to get a closer look at our professor's specific expectations. I have read the Project 3 guidelines about four times because they are long and I want to make sure that I really understand them. I created a Google Docs and shared it with my group members. I opted for Google Docs instead of OneDrive because my last project for Project 2 was unable to edit my OneDrive document. I also just feel more confident with Google Docs and it allows everyone to collaborate simultaneously. I put the Project 3 guidelines into the Google Doc to keep everything organized. I also started with making some notes about our audience. I opted for the Detroit Schools Board of Education because I know with tight budgets that sexual education courses may seem unnecessary. I am imagining myself and my group members as working for a health department or some other government entity and wanting to do research on this topic so that we can show Detroit Public Schools the importance of carrying such comprehensive sexual education courses in their curricula. The importance of this is because in this case, Detroit Public Schools would be our audience which is important for rhetorical considerations. I also did research on budget cuts in Detroit Public Schools which could show that they may be considering or have already cut funding for sexual education courses. Also, I did some research prior to beginning the actual project on the usefulness of sexual education courses and the impacts of lack thereof on longterm sexual health of adults in Detroit. I also looked into the adult STD rates and unwanted pregnancies in Detroit to see if this constitutes a problem for the city.

I chose this sample because of how active the student is in determining what to say. They detail the steps they took to find a subject and ensured that they would be able to find supporting data, which directly goes to their ethos as a researcher. They note the depth of their prewriting
strategies of reading and rereading the guidelines. They note their use of *Google Scholar* and *Google Docs* as mediational tools. As they move into the writing of their research proposal, the student notes the use of the OneDrive to archive their group's progress and their ability to collaborate more effectively (evidence of learning from a prior experience). As they move forward in their research, the student notes that *I am imagining myself and my group members as working for a health department or some other government entity and wanting to do research on this topic so that we can show Detroit Public Schools the importance of carrying such comprehensive sexual education courses in their curricula* giving me insight into their conceptualizing of their rhetorical situation.

Not every student approaches their logs in the same way. Even though this student is writing in their logs after-the-fact based on their use of past-tense verbs, they still are rich in details that show how deep into identity (role-playing) as a researcher they went. While the above sample is filled with a view of the student’s actively conceptualizing their project, some student entries lack details that leave me wondering exactly what they did during their moments of *Invention*.

Student M:

P3A (Research Proposal): *I had to first consider what is the audience looking to read. They will first want to read a little background on this research project. I made sure to write a little information on what I believe my audience wanted to read. I also considered how credible would this project have to be. So I listed all the things that we as a group would have to consider for the audience to consider this proposed project credible. Finally, I made sure to include a problem statement along with a problem and audience statement as well. I made sure to include specifically what the proposed problem is and who the audience is that I am targeting. Lots of other considerations were made in order to make this project look and sound professional.*

Student M makes no mention of what their project is and *I* do not know who the audience is because they do not name them. What specifically were the *Lots of other considerations?* This student may be aware of who their target audience is and what considerations they intended to
make, but I am left questioning what decisions they made because it is not evident in their notes. I can say that they are thinking through the rhetorical situation, but not very clearly according to their notations.

In the English 1020 (FYW) samples below, we must keep in mind that the students are not writing TC/PW projects, meaning that their audiences are not as varied. By changing the traditional rhetorical analysis assignment into Buzzfeed Listicles (or other social media mediums) and implementing the creation of a PSA assignment, I am able to give students the opportunity to write for a broader audience. Most students are familiar with the concept of composing in a social media setting, but the PSA is a concept that they are less familiar with. They are shown samples that range from non-profit organizations to political messages. Below are some samples with varying degrees of Invention notes from the English 1020 class.

Student BB:

P1C (PSA): *I am trying to start this project sooner than the other two, so I can spend more time on it. For this project, I wanted to revisit my first topic of happiness in other nations, more specifically what contributes to greater happiness among citizens and what factors add to that happiness. I want to do a storyboard project using Prezi. I am looking into sources to derive my information from, though I think the using the World Happiness Report will be my biggest source again. I am actually gonna try a diff. format because prezi has been frustrating.*

P2A (Source Map): *I intend to build my logical argument with references to statistics and potential testimonials about what living in Nordic countries is like and why they experience such high life satisfaction and happiness. I believe that also referencing the 6 categories of life satisfaction and potentially how Nordic countries meet that criteria would be helpful.*

Student BB is not directly remarking on audience, but they are examining what to say and how they will find sources. This is interesting and important because I am given a view of how the student thinks through finding their sources. In both projects, the student is detailing how they want to present their position and there are obvious notations of planning. Student HH, below, is also thinking about, planning, how to make their argument.
Student H:

P1C (PSA): I am thinking of how I can use visual rhetoric in order to persuade my audience to support the end of child marriage in Bangladesh. I am thinking of finding a YouTube video which will work on emotions (pathos) of the bad consequences of child marriage in Bangladesh and ways in which this can be prevented. I will also look for some articles which could give first-hand accounts or anecdotes, which uses one of the rhetorical strategies and five A’s in order to explain the use of rhetorical appeals more thoroughly. I looked up images first, and then worked on how these images explain rhetoric with my topic. In essence, I am working backwards.

Student HH’s response gives me a view of their thinking and reflecting about how to say what they intend to say but supporting their claim with visual images. The notation on working backwards makes me wonder about how this student conceptualizes their composing process and what makes this working backwards.

I see the labor logs as a complete tool for Invention specifically when the student writes “live.” Because I name the labor logs as “their” space to work, I do not have control over when they fill in their logs. When a student writes in real-time, we find richer notes on Invention, mainly due to them thinking through what to do. If they are skilled in reflection writing, I still see good details in the notes. Invention is active and as a writing instructor, I can bring this to focus when I plan my instructions for filling in the labor logs. If I had put more emphasis on real-time notations, I believe that there would be more real-time work in the logs. I believe that more knowledge and planning notes would be in evidence.

Arrangement

While coding for Arrangement, I focused on how the student thought about the order of their composition. This included notations about visual road-marks that the audience would understand, or expect, to understanding the organizational process of the composition’s effect on the audience. In other words, Arrangement is the process of ordering the material in a text. It is often found in prewriting strategies but can also be found throughout the student’s labor logs under
various prompts. Coding for *Arrangement* helps me to understand and see if students are making rhetorical choices that are thoughtful.

The definition of *Arrangement* has changed from the original Canons due to how technology has altered how we communicate, an example of this is how Douglas Eyman (2015) defines *Arrangement* as using digital media tools and templates and reworking them into new works. This would manifest as notations about utilizing templates by the student. Another way of looking at *Arrangement* is Collin Gifford Brooke’s (2009) discussion of *Arrangement* which focuses on hyper-text and the patterns formed by links. Brooke notes that the framework for links already exists creating a pattern and a student would have knowledge of this type of pattern through real-world experience (Brooke, 2009). While the idea that these patterns exist, whether in a digital context or print, and the *Arrangement* is already in place, the student’s personal approach to using a template is still obvious through choices of font, color, and order of information. I consider the concept of pattern to fall into the realm of genre expectations but in the sense of mutability; the student knows what is expected but alters the pattern to fit their communicative needs. The following samples from English 3050 (TC) explains this more fully.

Student B:

P1B (Professional Website):  *Font sizes and alignment matter to emphasize big topics and differentiate unrelated topics from each other; consistency of types of fonts, sizes, and colors make it more clean; use icons to symbolize words or phrases like my contact page; want to use pictures to showcase myself; looked at my friends' previous websites they made last year; going with the flow to see what format looks the most aesthetically pleasing; I wanted to add a motto I followed for the past few years of my life; looked at examples already posted in discussion board.*

In the sample above, Student B is logging their thoughts as they work through the building of their Professional Website (P1B). As this student begins, they are thinking about the visual roadmaps that the audience would expect; they even examine someone else’s website to make sure they are
following genre expectations, but then they add the comment about a motto they wanted to use.
The personal motto is where they alter the pattern, making their product more individualistic. In the following sample, Student D is discussing how their group created their User-Test Memo paying attention to ordering for emphasis and clarity.

Student D:

P2C (User-Test Memo): We tried to make the document look appealing. When we started writing we noticed that everything just blended together. There was no clear distinction between different sections and even between the title of sections and their content. To make the document more appealing and clear we added different styles and sizes of fonts. We also added color to the headers to emphasize them. A reader could easily make out sections and jump to whichever one they wanted to read. The next section outlines the results that we got from the tests and what they mean. The last important section serves as a conclusion. It talks about the website and the testing and everything we have learned from it. It also reveals some areas we could improve on.

As I read through these notations, I noted the focus on audience. The concern with how everything just blended together notes that this student is focused on the audience’s visual perception of the text and how the audience would be able to jump to what they wanted to read. I was able to view how this student (and their group) saw the issue and worked through it together.

It is important to note here that in the English 3050 (TC) courses my students are purposely given freedom to choose the forms and modes of their communications. While some students fully accept and flourish in this format, some students are hindered, as in the case with Student H below.

Student H:

P1A (Resume and Cover Letter): As of this point (09/03/2020), I am changing the format of my resume to a skills resume. Actually, no, I am not changing the format. I am so back and forth on this.

In this sample, Student H is obviously frustrated and because I do not look at their labor logs until they turn-in their final project, I cannot intervene unless the student asks for guidance. In the end,
the student used their labor logs to vent to themselves and work through their frustrations, completing the project:

Student H:

*I definitely ended up changing and adding more than I had anticipated… I ended up taking a lot of the advice from the textbook and incorporating things like a summary, information about advanced science courses I took during undergrad, and more information and organization in my "skills" section.*

This student, uncomfortable with the lack of specific guidance, turned to the textbook and followed a format to organize their resume. While I may want to push students to explore the many templates and patterns available to them, I must also acknowledge that there are students who are more comfortable not altering the available templates or altering what is expected from the genre. This is indicative of the individualistic nature of composing and how the labor logs show this. Even though this student did not ask for help, they found a way to figure how to arrange and format their work.

In English 3050 (TC) there is more willingness to test the boundaries of what a project asks of them, but in English 1020 (FYW), students are less willing, or more unsure of, thinking of new ways to complete projects. Project 1A requires students to complete a rhetorical analysis on a peer reviewed article and then create a Buzzfeed Listicle instead of an academic essay and Project 1B is the same except students are allowed to choose something other than an article to analyze. Students are also allowed to come up with their own design if they do not wish to make a listicle. The labor logs allow me to see how well students adapt to composing in different modes.

In the following samples from English 1020, coding for *Arrangement* allows me to see how students in this FYW course deal with the unknown; it gives insight into how altering what they expect to happen forces them to think more about the content of their work. Again, will they alter the pattern (expectations) of the genre to meet their communicative needs?
Student AA:

P1A (Article Analysis): *I'm designing it where each explanation of a rhetorical device used in the article has a relating image. From what I understand, that's how listicles are supposed to be formatted. All the main points would go under a catchy title and my introduction.*

Here, Student AA is strictly adhering to the genre of a listicle. There is no detail about what they did to keep to the formatting of the genre. They do not explore the different ways that this genre can be experienced and there is little detail about the audience.

In the next sample, another student writes in their labor logs about the way they are thinking through choosing a different genre and what they want to do.

Student HH:

P1A (Article Analysis): *I am thinking of doing a photo essay instead of Buzzfeed Listicle as the presentation. This is unique about my composing process because it will give me more space to explain my topic. Also, I go very in-depth when analyzing my research because in order for the audience to understand my viewpoint towards my topic, I should have a firm grasp in my research. ***I changed my mind about doing a photo essay and instead ending up doing a Buzzfeed Listicle on a Word Document.*

While Student HH considers using a different medium, they end up staying with the Buzzfeed Listicle format. They do not say why they changed their mind, so I cannot comment on this. I can see, though, that they are considering audience and how best to arrange their research in order for the audience to understand their views. Student II below is discussing the mode of composing their PSA and the best way to reach a large audience.

Student II:

P1C (PSA): *I thought about doing a billboard so I wanted it to be seen to help spread awareness. Billboards are highly noticed by many many people and I think they are more noticed than posters. I plan to use a serious tone to help get my message across.*

What I found interesting about Student II’s entry was how they noted that they wanted their message to be *highly noticed.* This emphasis on sending out their message to a large audience ties
directly to their choice of medium. This assignment is traditionally completed in poster form, and I believe that this occurs because students are familiar with this type of presentation. When students attempt to work outside of expectations, it indicates an ability to think about how best to address the audience.

Coding for *Arrangement* is an interesting way to see how students attempt to determine the best way of communicating their message and how genre expectations can affect the way they consider the ordering of the content. While this concept was not emphasized in the course goals for these studies, I can see how a focus on the Canons of Rhetoric in a writing curriculum can lead us to see how students work within genre expectations and attempt to break free from these expectations in the sense that it would be more productive for the student’s communication. Focusing on rhetoric in a multimodal curriculum enhances a students’ view of the possibility of modes.

*Style*

Choice of language and visuals in a communicative act is at the heart of audience awareness. When a student recognizes that they need to use a specific tone or note that their word choices are important in order to persuade the audience, we can say that they have rhetorical sensitivity. Coding for *Style* from the Canons of Rhetoric will show how well students are accomplishing this. It is, in fact, an important aspect of argument, specifically due to the impact of technology on how we communicate in today’s world. Like the other categories of the Canons of Rhetoric, *Style* is fluid and mutable. Students must be able to recognize the notion that because there are multiple modes to communicate in, the choice of language and visuals can be altered based on audience and communicative needs.
In a multimodal curriculum, Style may be the most accessible concept of the Canons due to its focus on visual rhetoric. While a student may understand the importance of visuals in assistance to their composition, without a focus on audience, Style is more about decoration than function. New technology means that Style is a focus on the ability to link to other things (Brook, 2009). For instance, blogs link to other information and hypertexts are as common as footnotes in an online setting. Students must be able to move beyond traditional styles and literacies in the classroom and focus on stylized language and visuals within their available means of persuasion. This allows the student to understand all of the elements of document design (Eyman, 2015). As I analyzed for Style in the labor logs for this study, I looked for how the student worked through their decisions. Beginning with samples from English 3050 (TC) courses, there are varying degrees of notations on Style.

Student B:

P1A (Resume and Cover Letter): *I asked my boyfriend to listen to me read it, and it helped me to hear myself and hear how the fluidity of words sounded out loud; friends read through and improved conciseness and word choice.*

In this sample, Student B is focused on the tone and language use within their composition. While this entry is short, I get a clear view of this student’s attention to audience by their emphasis on the sound of the words. In the next sample, Student C is more concerned with audience expectations.

Student C:

P2A (Intranet): *I used some of the things I learned from the last project to help in the construction on the site. I also used my construction knowledge to tailor my sentences to the audience I know will be looking at it. I am elaborating in a paragraph or LESS on each piece of information I'm putting into the site. I need to quickly and effectively say as MUCH as possible saying as LITTLE as possible.*
Again, with Student C, they are focused on audience. For this student, their knowledge of what the field of construction would expect, leads to them writing in concise language. Student G, below, discusses how visual rhetoric functions in their consideration of audience.

Student G:

P1B (Professional Website): As I was designing my site, I had to consider what colours and styles I was choosing. I like to show as much personality as possible, but some of my preferences aren't exactly the most professional. I enjoy a vibrant red but that can seem too harsh, so I used red as my accent in my logo and paired it with a comforting teal/blue shade throughout my site. Since these colours compliment one another and still allowed me to use my favorite color I felt satisfied with the compromise. I also would have liked to have included some of my digital artwork on a portfolio page, but decided against it since I don’t actually want to seek work doing that in the field which is why I stopped at the logo.

In this sample, what I find most intriguing is how Student G utilizes visual rhetoric as language.

Because Style in the Canons is more than language, coding this entry was exciting. The following samples from English 1020 (FYW) are specifically focused on language use.

Student AA:

P1A (Article Analysis): Other rhetorical considerations made might be figurative language, assertion, and tone.

This student also noted visual rhetoric as language:

P1C (PSA): One method was to add a globe with red countries. This usually indicates that there's a biohazard circulating across the globe and the sight of it makes me shiver. I also tried to throw in some scary statistics (pathos and logos) by showing the predicted amount of deaths per year that antibiotic resistance can cause in bold and red.

Student BB:

P2B (Research Exhibit): Limiting my words is my biggest consideration. When you go to an art gallery, the images speak for themselves for the most part, and little blurbs fill in the gaps by providing more context. This is something I have been trying to wrap my head around how I can accomplish this. My audience is more focused on the images, so how can I convey my argument using pictures alone?

P2C (Research Report): I know this is supposed to be a highly academic and formal paper that would appear in a journal. So, keeping that in mind, I am trying to limit some of my more passionate wording and avoid putting too much character and emotion into it. I feel
like academic articles come off a little cold, so I do not want to hold back too much, because I think that coldness deters the reader from engaging more willingly. This is less my goal now because it feels disingenuous and is hard to accomplish since happiness and satisfaction are the biggest part of my topic. I feel as if I accomplished this for the most part, but also allowed for it to still sound like myself.

These samples indicate that these students are aware of how language, and this includes visual language, functions in their ability to persuade their audience. Student BB is detailed in their notations by indicating how they are attempting to curb their passion in their academic writing, which indicates their awareness of genre expectations and their own ethos as a communicator. They understand that too much pathos is not a good thing, but that too little comes off as cold.

As shown in all of the samples above, coding for Style can indicate how students are utilizing their available means of persuasion through visual rhetoric and language. The majority of the consented students in these studies had a firm grasp of how the concept of language and visual rhetoric function as persuasive tools.

Memory

In the traditional definition of Memory, it is learning the presentation and knowing the content, or understanding your message, thoroughly. This is still true, but in today’s technological world, memory is more than memorization; it is recalling skills in the composing process (Bourelle, Bourelle, and Jones, 2105). Going even further, Memory is information literacy – knowledge of how to store information, where to find information, and the ability to manipulate information (Eyman, 2015). Memory can be thought of as how we consider our communicative acts both internally and externally (Pruchnic and Lacey, 2011).

When we ask ourselves about how the audience would expect to receive a message and if we cannot answer that question, we can turn to data storage within many systems. If students are struggling to understand how to get their message across in a different mode, they do not have to
have experience to do this because there is a social repository of data available to them. Within the moments of invention in the composing process, a student may doubt their own instinctive response to the question of how to best communicate their message, so they seek out how others have communicated. Put another way, students’ available means of persuasion can occur at a cultural level within a system, such as a Word template or a website template, but then they can craft that template to suit the appropriate audience.

Memory is an active process; it is about our knowledge and understanding of the context and content of a communicative act. For example, a student recognizes that the form of their communication is acceptable to the audience or, they recognize that the product they created is “too wordy” for this type of expression. Memory is both external and internal in that students have access to databases that hold the memory of genres (external) and/or they have experienced for themselves how a communicative act is supposed to be executed and note this in their logs. Memory is only available when a person fully and completely knows their content/message. When a student does not recognize the genre, they turn to externalized Memory where they attempt to locate a suitable form. In the first of the English 3050 (TC) samples, Student E is a good example of Memory in action.

Student E:

P3A (Research Proposal): Other moves that we made that do not fit in a category above were that we did some research before on other professional proposals to kind of guide how we formatted and wrote our own proposal. We tried to get an idea of how other professional proposals were made, specifically in our own career field. This helped give us better ideas to start out with as we started creating our proposal of different routes we could go with keeping our proposal interesting for the audience we were targeting.

Utilizing externalized Memory (they recognize that professional writing exists in some shared space), they were able to locate the Style that they should be writing in order to be effective for
their audience. The following samples were chosen because they indicate when a student turns to, or does not turn to, externalized Memory.

Student H:

P1A (Resume and Cover Letter): After finding little information regarding sample cover letters in my textbook, I decided to do a quick internet search. Then I realized that the textbook might have called a cover letter a "job application letter." I used google images and the textbook job application letter as reference for formatting my letter.

P1B (Professional Website): (LACK OF MEMORY) I utilized the resources provided by Professor, but I didn't have much to base my work off of. I decided to just start with making my website and worry about the details as I went.

In this first sample, Student H turns to externalized Memory to complete their composition, but in the second sample, this student did not. What is difficult is that this student, in P1B, felt unsure and decided to just start.

Student M:

P2A (Intranet): After prewriting, I had to do some research by looking at other examples of websites that are similar to our mock organization. I looked at specific parts of those websites so I can have an idea of how and where to get started.

P2B (Usability Test): After making the list, I had to research what a usability test was supposed to look like. I looked at some examples, along with question examples. I then had the basic idea of what this project was supposed to look like and started to work on it.

Student W:

P1B (Professional Website): Before writing the "about me section" of the online resume, I wasn't sure of the tone that I had to use. Therefore, I checked out similar examples online, including the professor's website. As for the other sections, I did not think a lot before writing them, as they are similar to the sections in my regular resume.

Student M examines other websites and search online for examples, while Student W examined other professional websites for tone of voice. In the English 1020 (FYW) course, the samples below show similar entries.

Student AA:
P1A (Article Analysis): *I've never made a buzzfeed listicle before however I do explore reddit often. So my image decisions felt natural because I knew the perfect memes to use. I also had prior experience in other English classes.*

Student GG:

P2B (Analysis of 2nd Medium): *Prior to doing my project, I wanted to see what my peers had done on theirs. Doing so, I got a feel of what to expect and also saw the diversity between each one. After this, I went and looked at different models I could use for my Prezi presentation.*

Student AA relied on the use of another social media platform and finally, Student GG utilized the class discussion board as digital repository of peer *memory*. In each of these samples, students knew that they could turn to a socially acceptable warehouse of information to proceed in their composing process. The following samples from English 3050 (TC) show how students used their own *memory* (experience) to complete their projects.

Student A:

P1A (Resume and Cover Letter): *Making a resume previously gave me a form of guidance when starting this project, which gave me less anxiety because I had background information on it.*

Student B:

P3C (Research Visual Presentation): *I have made many presentations in high school and in my past college courses; must be organized for a fluent and clean presentation.*

Student H:

P2A (Intranet): *As with the last project, I had to use my experience in multimedia courses to make our website aesthetic.*

Students A, B, and H all relied on their past experiences to complete their work. For Student A, the knowledge that they had done this before lessened their anxiety. For student I, below, they took a skill from another discipline and manipulated it to work for them.

Student I:
P2B (Usability Test): I have never made a usability test before, but I used my skill from making questionnaires and surveys in psychology to try and prevent the questions from leaning the audience.

P3A (Research Proposal): This type of research is new to me, but I used my experience writing lab reports and life science based reports and lab write ups to write this proposal. I thought of it as similar to a scientific journal in the way that there is an abstract at the beginning summarizing the main purpose and plan. I also used my prior skills in writing to a specific audience to be able to tailor it to someone while also keeping it accessible to the general public.

What I find most intriguing about this student’s response is how they recognize that they had done something similar before (P2B) and that they realize the similarities between genres (P3A). In the following sample, Student K is clearly connecting their real-world experience in customer service to this professional document. For me, this is a pure example of Memory and rhetorical sensitivity.

Student K:

P3A (Research Proposal): I personally have had a decent amount of experience in customer service that required me to communicate with many different types of people. I feel this would be very useful in communicating people's thoughts to properly analyze the results of our research.

Coding for Memory can indicate the various methods of figuring out how to find the best way to present their message. Whether it is internal or external, or if we provide examples for them to follow, our students can use these methods to satisfy the expectations of their audience in a rhetorically sensitive way. In the samples above, the biggest issue is with Student H. Having no experience with building a professional website, Student H just dove in. While there were examples provided in the course, this student did not utilize the vast digital repository of professional websites available online.

Delivery

In the traditional definition of Delivery from the Canons of Rhetoric, it is more than words; it involves how the rhetor uses body language, hand gestures, and the tonality of their voice. It also
includes consideration of how the audience expects the message to be delivered. In today’s technological world, it is knowledge of systems of delivery and is a performative concept (Brooke, 2009; Eyman, 2015). *Delivery* is of utmost importance when consideration of audience and thinking critically about the best mode in which to compose the message (Bourelle, Bourelle, and Jones, 2015). *Delivery* is, of course, genre knowledge, but when coding, I also noted when students were specifically focusing on *how* they wanted their audience to receive their message. When students note what their audience needs are, this indicates rhetorical sensitivity. In the samples below from English 3050 (TC), the samples indicate both genre knowledge and awareness of audience needs which indicates an awareness of audience reception of the message.

Student C:

P2A (Intranet): A customer wants to see what a company has to offer on ONE page and if they CHOOSE to dig deeper they can explore the other tabs. Employees need to see what the company's image is on the front page and clearly see what tabs are essential for their own navigation.

Student Z:

P2A (Intranet): My idea was to create a website through the consumers eye. I wanted to make sure that the design was something simple yet informational. The main idea I had for the design was to be something I personally would want to log onto whenever I could to stay up to date on sports. With this in mind I figured out my design and how I would format the page.

For Student Z, in order to create a website for sports fans, they focused on how *they* would like this site. Walking through their website, as a novice, I found it was simple yet informational like they desired it to be. Their website was easy to move through because the images and links were easy to follow, but they do not detail these concepts within their notes. Putting themselves in the place of audience worked for this student, yet their logs needed more details.

In the following samples from English 1020 (FYW), the first is Student CC is discussing their research exhibit. They created a digital museum in ArtSteps.com.
Student CC:

P2B (Research Exhibit): *I should have included a guided tour in my presentation. For me, the order wasn’t important but it seems that a person was confused about it.*

The students in this course were required to post their exhibits in the discussion board and make comments. As Student CC notes, *a person* was confused about the layout. As I walked through the website/exhibit, I was able to understand where the confusion occurred and discuss it with the student. When comparing their research paper alongside the research exhibit, the logical argument that they built in the academic essay was lost in the visual argument because they did not order their claims. In their note above, Student CC recognizes that they should have included a guided tour, which is an option on this website. Without the guided tour, the logic of the argument became confused.

In the final sample, Student DD is focused on engaging the audience through their experience as an Interior Design major. They also are specifically naming their audience and keeping them engaged in their message.

Student DD:

P1A (Article Analysis): *I will use clear and understanding words, ensuring that the photo and sentences match. Using strong and bold words will allow the audience to understand the importance that the author is making this subject to be. I want young adults to receive my message as I believe this topic is very important to our future. I wanted to ensure to keep my audience engaged throughout the listicle and not overwhelmed them with too many words.*

P1B (2nd Medium Analysis): *My brother looked at my project this time as he is someone who is in school as well and looks at presentations often. He said to me “that is better than anything I would do” I had to remind him that I am in Interior Design so I always want to make sure there is a theme and a cohesiveness to the presentation. He said my colours looked really good, and gave me some feedback on my font sizing and of course my grammar which I will take help from. I also want to add that the comments from other students from the previous project helped me as well with this one.*
What I particularly like about Student DD’s entries is the focus on audience and making their message engaging. This student sought outside feedback in order to ensure that their message was delivered clearly. Considering that there was no requirement for this project to be peer reviewed, as an instructor, it was gratifying to see a student seeking feedback on their own.

Coding for *Delivery* requires that we look closely at many of the concepts that we discussed above in the Canons of Rhetoric, but also in the meta-awareness concepts. One part of *Delivery* that was missing from student logs, was distribution. I could not find any notes on publishing, whether it was a website or a traditionally written article. Distribution is an important part of our current definition of *Delivery*. This lack of awareness leads me to first, include it in my discussions on the Canons of Rhetoric, but also consider that it is not being discussed as part of any instructions that the students in these studies have had on composing. A discussion about how and where artifacts are stored and distributed would help students understand any number of concepts in composition. These concepts would include currency (the timeliness of the message) and most importantly, the ethics of their artifact. If a student is made aware of the concept of a wide distribution of their artifact, they would, or should, become more aware of how ethical their composition is and consider their rhetorical choices based on this.

**Conclusion**

In this chapter, I evaluated student labor logs using a more holistic approach in order to show how the logging of student labor can indicate a student’s rhetorical sensitivity and reveal composing moves that are unique to student’s composing processes. Analyzing student reflections using a holistic approach requires that I must *see* the data in context. In Chapter 3, I approached the coding of passages by looking for specific phrases that would indicate the achievement of a learning outcome, but in this chapter, my approach was to examine entries in totality in order to
hear the student’s voice more clearly. I found that this allowed me to discover how students evolved to become more rhetorically sensitive and more aware of their composing practices.

Labor logs also reveal how multimodality requires the same composing moves regardless of mode. The analysis completed above, using a coding scheme based on the concepts of the Canons of Rhetoric, show us that using labor logs as evaluation tools indicate a uniqueness to the process of composing and varying degrees of rhetorical sensitivity that our students have. The samples above offer a small view of the production of student labor that is evident in the labor logs. As students work through their projects, they utilize their individual voices to log the work they do regardless of mode choice. When they discuss mediums, it is often discussed in an offhanded manner – they are simply noting a medium they have chosen. What is interesting is that they do not recognize that they are discussing composing processes exactly the same way regardless of mode – there is no mention of essay or video or online platform in their discussion on process. The Canons also allowed for a deeper understanding of how students found access to examples and ideas for completing projects and how I should bring more awareness of this to my courses. For this project, I believe that the Canons of Rhetoric offered valuable information due to the focus on rhetorical sensitivity. It also indicated, to me, that more discussion on the five concepts of the Canons of Rhetoric need to be included in my courses. Specifically, future discussions on Delivery seem necessary because my students are not thinking about where their artifacts will end up or the concept of storage of their work.

Labor logs are personal sites of reflection for the student. As I believe I have shown in this chapter, because of this format for reflection, many student logs become artifacts that reveal not only what composing processes occur when a student works on a project, but also who the student is as a composer. They reveal how the student makes rhetorical choices often alongside their own
cultural identity. From moments like this, I understand where a student is coming from when they make compositional choices. This matters to my teaching and to the student; when I recognize and comment on their choices in the place where they are logging their hard work, the value is placed on their labor. This leads to ownership and pride; this leads to agency.
Chapter 5

Learning the Learner: Coding that Identifies Moments of Awareness and Assessment

Introduction

The writings that take place in student labor logs are knowledge-making activities. As students write and reflect during their work on their projects, they learn about the concepts in our courses and about themselves. Writing helps students think (Estrem, 2015). Labor logs help students to focus their writing on what they are doing while they compose a project generating knowledge about who they are as writers. When we consider how writing and thinking is tied together, we understand that writing is also closely linked to identity (Roozen, 2015). During the process of writing in their labor logs, students are developing their writerly identities. As they plan, monitor, and evaluate their labor, students are in conversation with themselves about who they are as communicators and how they identify themselves within different communities (Brooke, 1991; Jackson, 2020). Students build multi-voiced identities as they work within different writing projects (Yancey, 1998). As I noted in Chapter 4, students’ notations on rhetorical choices can help indicate their level of rhetorical sensitivity. When they think about these rhetorical considerations within the labor logs, they are thinking about who they are inside a discourse community.

Labor logs as personal sites of student reflection often reveal much more than composing processes. They offer a view of how the student is understanding their rhetorical situation, how they are utilizing technology, my instructions, and where I may need to improve my curriculum. Labor logs also reveal much more about who a student is outside of the classroom and what challenges they face. This is particularly important to building an equitable classroom ecology. Labor logs are valuable tools for grading student artifacts based on the labor they put into their
projects, but they also allow me to understand that every student is unique and has varied skill levels. An equitable classroom ecology is a space where the evaluation of student work is holistic; it requires that we view the student as a whole and not only an artifact produced for a grade (Gorzelsky, 2009; Inoue and Richmond, 2016; Inoue, 2019). For me, labor logs help me to find the student within the work.

In this chapter, I will begin by examining three assessment codes – student self-assessment, instructor self-assessment, and course assessment. In coding for student self-assessment, I examine student logs for moments of self-assessment and self-awareness. In coding for teacher self-assessment, I note assumptions I make or moments of clarity where I identify a student’s individual needs. Finally, in my discussion of coding for course assessment, I note moments where I, or the student, noted issues with the course curriculum. This chapter ends with a discussion on how labor logs can indicate special individualist composing moments within a diverse classroom and how identifying these moments can help instructors to see the whole student and individual composing moves to create a more equitable classroom ecology.

Coding for Assessment/Awareness and Special Notes

Student Self-Assessment

As I coded the labor logs for meta-awareness and the Canon of Rhetoric, I became aware of moments when students assessed their own composing processes. What is interesting about adding this coding scheme is how the results indicate the functionality of labor logs as reflective tools allowing students to realize their strengths and weakness. The samples below indicate how students discover their own issues. The first sample is from English 3050 (TC).

Student A:

P3A (Research Proposal): *I felt quite rushed when working on this proposal. However, that is my fault because I didn't time manage appropriately for this project. I also got very*
anxious because the idea of research is always very tedious and requires alot of focus. At the state our country is in, i became overwhelmed in so many things.

What I find most interesting about this sample, is how the student is discussing their feelings of being rushed and overwhelmed by the work, but they do not complain. They simply state that it is their fault and they need to focus.

The next sample is from English 1020 (FYW) and notes how the student identified what was holding them back.

Student BB:

P1C (PSA): I reverted more towards my more disorganized methods again, as I struggled to truly and confidently find a good drive. I felt much more self doubt with this project and very uncertain about what moves to make, which I did not experience with the last two projects. I hope that the flexibility of what is considered a "PSA" will be in my favor. The labor logs help me to get my worries and frustrations out I think, as well as let me think more objectively about the moves I make.

In this sample, I can see that the student recognizes how their disorganized methods are holding them back. Their uncertainty about what to do makes them think about what to do and I could not ask for more from a student. This student notes that the flexible construct of P1C (PSA) will work to their strength; this type of self-reflection draws the student’s attention to what is happening to them as they compose; it makes them aware of the skills they possess which helps them take ownership of their work. This self-assessment leads the student to note that the labor logs help them get the worries and frustrations out and continue to work.

In the sample below, Student G’s notes on their composing process show a self-evaluation that moves from indicating weakness to solving their weakness. I decided to include multiple entries from Student G that I coded as self-assessment due to the way this one student discusses the issues that hold them back.

Student G:
P1A- I hyper focused on trying to find a document to help me fill out my skills, but in the process I wasted an hour before giving up on finding it. Because I recently moved to a new place where we’re fixing up a room, I kept trying to rush the assignment but kept “falling behind” because I would get distracted by thinking about painting rather than consuming the information I was reading. My boyfriend started reading over my shoulder which for some reason is embarrassing for me since I consider him to be more successful than I am. This causes me to stop my work and close everything as it becomes impossible to pay attention with a shadow.

P1B-Due to how distracted I had become the last time, I started my investigation of resume examples and websites without playing music. P1B-Instead of how I took the first part insanely seriously, I tried to relax a little bit more while completing this project. I hadn’t meant to, but the designing part (as frustrating as it was) was fun and relaxed me a little. This meant that my site felt more playful than my traditional paper resume.

P3B-Since I kept getting distracted, I decided whenever I was burned out of figuring out how I wanted to get started, I’d work on my survey questions. I try to remind myself they don’t have to be perfect, but it’s difficult not putting all of me into something and I think that’s why I’m burned out. I'm not even sure why I’m writing my logs out like this right now. P3B-After reading over the stuff I typed as I work, it was clear I was too overwhelmed and buckled - I asked for help instead of trying to do it myself. I had difficulty creating an outline that made sense and being able to be as thorough with the research as I wanted to be just because I didn’t realize a subject like the one I suggested is a lot for a project like this. I also feel like I did A LOT of over thinking and made things complicated where they didn’t have to be.

These entries by Student G are excellent examples to show how labor logs become sites where students feel comfortable discussing what they do while they compose. For this student, their labor logs became even more personal as the semester move forward. The notes above are mainly about writing process issues, but other entries from this student indicated how clearly they saw the labor logs as non-judgmental and their own space. When the student recognizes that they did A LOT of overthinking they are acknowledging moments that held them back. This recognition brings a level of self-awareness to the student, allowing them to self-correct.

The value of examining how students self-assess within the labor logs lies in their specific references to self-knowledge and learning. It moves my consideration in the labor logs away from what the student knows about composing, to what they are learning about themselves as composers. I argue here that this learning about themselves leads directly to acquiring of, and
keeping, the skills they need to be effective communicators, but also a site where their writerly identities form. Labor logs are a discursive activity; students are in active communication with their multi-voiced selves, learning and understanding who they are as they compose.

Coding for Instructor Self-Assessment/Awareness

As I examine the labor logs over the course of the semester, I often find instances where I am forced to stop and think about the student and my instruction more intently. While students write about their composing moments in the labor logs, they are noting moments that are individual to them. Because of this, labor logs can reveal unique things about students that I would not have realized. Below is an example of this from English 1020 (FYW).

Student CC:

P1A (Article Analysis): I consider that my writing process is basic. I usually do the required steps but nothing else. The only step I do that is unique is that usually, my first thoughts are in Spanish. For that, I make my brainstorming in Spanish and my clustering in English. Sometimes is challenging to organize my ideas, but this helps me to write everything I consider important.

What can we learn from a student whose language skills are diverse? How many students do this same thing and how can we capture this? What an entry like this does, in the course of the semester, is to give me a deeper understanding of a student’s language skills and grammar usage. While I do not evaluate a student’s projects based on these skills, it does allow me insight into how to approach my comments on their work and in their logs. Peter Elbow (2003), and more recently Inoue (2021), has discussed how language, thinking, and identity are closely linked, and labor logs, as personal sites of reflection, reveal to me that this moment noted, by Student CC, is an important identity formation moment for this student. It forces me to ask myself, and this student, how writing in Spanish may alter the composition. By asking these questions, I recognize this student’s cultural background and also help the student to recognize their various discourse community identities.
For this particular student, there were no issues to address in their work, but it brought home to me exactly how diverse our student population is and how I should be continuously aware of this fact.

In the following entry from Student G, I noted how the student was feeling during the composing of a project at the beginning of the semester.

P1A (Resume): *It was difficult for me to stay on task since (for some reason) working on this has made me feel inadequate and uncomfortable, so my brain kept thinking of things I needed to physically do around the house and that drew out the process.*

In instances where student’s feelings are the results of the course work, my comments to the student reinforce the fact that we are all learners, not experts, and that they should reach out if they needed help with the project. Moments of intervention make me a more understanding and approachable instructor. They also allow me to understand how and when my students are feeling stressed. This same student continued to reflect on their emotional issues over the course of the semester and I found myself really learning this student. They grew in their confidence, but in P1B, they made this notation which changed the way I taught this project:

P1B (Professional Website): *My boyfriend at times would tell me I was over thinking things, and though it was annoying considering what he said allowed me to achieve the same task with a simpler solution (like my navigation buttons). After receiving a few comments on our Discussion Board, I considered having a real image of myself, but am not comfortable. As a multi-ethnic person whose genotypes express it, I find the idea of adding a photo of me to be counter productive. I don’t want someone who holds a bias that someone who is multi-ethnic wouldn’t perform as well as their white counter part looking over/ignoring my digital resume just because of that bias. It sounds stupid, but it is something I consider when putting my information out there since not everyone is always aware of what biases they hold.*

This entry was an eye-opener for me. I had not considered any issues with building a professional website that would include issues of racism. I figured students would publish their sites and then remove them after the course if they did not want to keep them. This student was concerned about bias and racism; I did not give it a thought prior to reading this. As I read this entry, I struggled with how to respond. I did not want to ignore the concerns this student voiced, but I was concerned
about saying the wrong thing. I felt awkward because I always felt that I handled issues of race well. My response was:

I really like your notes on the feedback you received and your response to it. This is good stuff. I don't know the answer to this issue. I agree that a picture can fall prey to someone's bias (it shouldn't but we would be stupid to deny it). My only question would be if you would want to work for someone who would hire you based on your ethnic background or an image? Again, thank you for your honest work here!

I later emailed the student to set up a meeting and we talked about these issues. I learned that my feelings of awkwardness are something that I needed to work on. I needed to learn how to address issues of bias and racism explicitly within my curriculum and I have since changed how I teach this module. I often call labor logs a tool to learn the learner, but labor logs also reveal my own issues and indicate where I need to become a learner too; my students teach me as I teach them.

Coding for Course Assessment

One thing that I did not expect to learn from my use of labor logs was how well they help me to find better ways of teaching my curriculum. As students log their labor, they discuss issues they face as they compose and these issues are often created by my instruction or the course project descriptions. Below is an example from English 3050 (TC) that forced me to speak to this issue directly in class and explicitly address it in the project description.

Student W:

P2A (Intranet): We tried to make the website attractive to the eye and user friendly. We wanted something that is not formal, but also succinct and interesting at the same time. This is because sports fans usually like things like visuals, quotes and ranked lists. They also do not have the time or want to spend hours scrolling through the website.

P2B (Usability Test): We aimed our work towards people who can visit our website and give us constructive feedback on it. Therefore, our style and diction was simple and straightforward. We also included questions targeted on the visitor's opinion and left space for his recommendations.

P2C (User Test Memo): Since the class instructor is the primary audience of the report, we made sure that everything was straightforward and organized.
In P2A and P2B, Student W understands their rhetorical situation and notes what the audience will need. They note the importance of visual rhetoric in their intranet and even the style and language of their usability test. In P2C, the user test memo, Student W states that the instructor is the audience. It is clearly noted by the student in their entries for P2A and P2B that the instructor is not the audience, so the question is why did the audience change? The project is built on the assumption that the student is creating a business website and completing a usability test. The reporting of the results would go the employer, and this is stated in both the videos for the project that I record and the guidelines for the project. I can only conclude that they deemed me, the instructor, as the employer, but their report was written as an academic text and not a business memo. They confused the genre in P2C. In this instance, the labor log indicated a disconnect within one project: the audience should have remained the same throughout, but it did not, and the student does not recognize this fact.

The sample from Student W above is from English 3050 (TC) and they were not the only student to misinterpret the audience in P2C. This occurred in at least one third of the labor logs in both courses of English 3050 (TC). A similar event occurred in the English 1020 (FYW) course when students altered the rhetorical situation during Project 1 (Rhetorical Analysis). Student AA’s first response is about their own use of rhetoric, but in the second response it changed to their analysis, and in the third returned to their use of rhetoric:

STUDENT AA:

P1A (Article Analysis): Well the audience is the average antibiotic user. The listicle's purpose is to inform those users about the threat of antibiotic resistance and what we should all collectively do to avoid it. When trying to reach a group of people on a topic as urgent as this, credibility (Ethos) is necessary. If I were a hobo going around shouting that the world was going to end, people would take what I'm saying with a grain of salt. However, if I'm a well known scientist or organization, people would take a more serious approach to what I have to say. Therefore, credibility is a must. Next would probably be plain logic (logos). People make mistakes that contribute to this threat simply by being
uninformed. If I explain that antibiotics are only effective against bacteria and not viruses, the premise alone should be enough to influence their future actions. Other rhetorical considerations made might be figurative language, assertion, and tone.

P1B (2nd Medium Analysis): Some rhetorical considerations made were assertion, logos, tone, audience, and figurative language. Since the advertisement was a song, Figurative language was the easiest to find. I pulled lines directly from the song and explained their rhetorical significance in the listicle. The advertisement was intended for those who misuse antibiotics which pretty much is the general public. I could tell that the advertisement really tried to scare people by bringing up the possibilities of ineffective antibiotics, and this method falls between the lines of pathos.

P1C (PSA): Since this poster in intended for the general public, I tried to make it as scary as possible (pathos).

As shown, P1B is a discussion of their rhetorical analysis of an advertisement. I questioned the student in my comments about the change in perspective for P1B and their response was an apology. It is important to note that P1A is the student Planning (Scott and Levy, 2013) their actions and thinking through what they are going to do. I wondered if they had returned to this entry after they complete P1A if they would have responded differently. This response is a live response where the student is planning what they are going to do and P1B and P1C are after-the-fact responses, though P1C is correct perspective on audience. The reason P1C changed back to the student’s use of rhetoric is most likely due to my comment in their logs.

The sample from Student AA was common amongst the 1020 students. This clearly indicates an issue with my instructions for this prompt in the labor logs. The confusion between their own rhetorical situation and their analysis of someone else’s rhetorical situation will be rectified in future labor log instructions at the beginning of the semester. The guidelines for this project are explicit in the instructions to analyze an author’s use of rhetoric, but there is still a disconnect between instruction and response, therefore there must be more explicit instructions on filling in the labor logs or the prompt itself.
Coding for Distractions

One final note on assessment comes from the labor log prompts *List any distractions as they occur* and *Final Thoughts*. I included the distractions prompt to help students recognize how their composing processes are affected by the minutia of everyday life and how the technology that has become so ingrained in our lives becomes habit-forming. This prompt also gives us a view of students in their own situational environment. In the samples below, I will show how students remark on these occurrences.

Table 18:

<table>
<thead>
<tr>
<th>Student</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>My brothers decided that they needed to use my computer and this caused me to stop and pick back up after they finished their homework. I got called into work last minute and this also stopped me from working but as soon as I got home, I picked back up. I got distracted by my phone at times and then decided to timelapse myself working so I would be forced to put it away.</td>
</tr>
<tr>
<td>L</td>
<td>I did have a difficult time working on this project due to still having the overwhelming anxiety of the semester starting in my head and also having lost a family member from COVID the past week. I tried to start on this project as early as I could but those events withheld me from doing that and often had me distracted.</td>
</tr>
<tr>
<td>O</td>
<td>My sister with a mental disability interrupted and walked into my room a total of 5 times during the project to ask questions. For example, she likes to go on car rides and kept asking to go a bunch of places. Also, the second day of working on the project, my family came over and it was too loud to work in the house and I had to take multiple breaks in order to ensure the project would be good quality.</td>
</tr>
<tr>
<td>R</td>
<td>The only distraction that I personally had during this project is that I contracted COVID-19 while writing and researching, although my symptoms were very mild the biggest distraction/hinderance was that I could not allow my parents to contract it so I was essentially locked in my room for the for the entire time that I was working, as I am writing this I am currently still in quarantine, and I'm not allowed to move freely within my own house and anytime I need to do something in my house I have to make my parents aware and it's become a huge hassle.</td>
</tr>
<tr>
<td>V</td>
<td>I would say that my biggest distraction was my phone, it's a bit ironic because the paper is geared towards independence and addiction to the cell phone, I did think that it was a bit funny when I was writing the section about how technology can cause a divided attention because it made me think of how I was sort of having a divided attention when I was trying to write the paper even though I was sort of in a time crunch. Other than that I didn't really have many distractions because I was...</td>
</tr>
<tr>
<td>Entry</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>FF</td>
<td>Focused on getting it done on time, which worked out well so I was very focused minus the moment when I was distracted by tiktok.</td>
</tr>
<tr>
<td>MM</td>
<td>Covid for sure, just tested positive for it so I have been dealing with quarantine and getting over this.</td>
</tr>
<tr>
<td>NN</td>
<td>My 23 month old son, thought it would be fun to use my wireless mouse while I am typing. Work is a major distraction, I work from home in Small business lending. The PPP loan was approved for small business support and my phone and email is constantly going off with people looking for information or wishing to apply. Because the program is for a limited amount of time, I have to place priority on requests to ensure I am helping our business members.</td>
</tr>
<tr>
<td></td>
<td>This week was also very hard for me. I've had a few family issues that I've been trying to work through and I'm very stressed trying to keep up with things in school. It feels like sometimes teachers forget that we have lives outside of their classes too. In all honestly as I'm writing this I'm having a slight mental breakdown from stress but it will pass. I just want to stay focused on everything.</td>
</tr>
</tbody>
</table>

As I read the entries above, I am reminded constantly of the issues that students faced during the mandatory lock-down during the Covid-19 pandemic. Almost every student in all of my courses noted that Covid-19 affected them in some way. Along with this, I see how family life, work, and other classes cause distractions, and I can see how technology does this too. But, what became evident beyond what I would expect is the emotional toll that some students work under.

Coding for distractions helps me see student self-assessment, but it is also allows me to engage in self-assessment as an instructor, due to the knowledge I gain about how my students work through a project. This makes me a much more empathetic instructor. I am able to offer help in managing time; offer my time for working through projects with more guidance. I also believe that students begin to recognize these moments of distraction and attempt to rectify the situation. The distractions prompt was initially a concept to capture how workflow was interrupted and bring this awareness to students, but it also, in the end, made me see the human side of my students.

**Conclusion**

I attempted to be brief in this chapter because of the subjectivity of this type of coding. My argument here is that labor logs can help students learn about themselves and writing instructors
learn the student while learning about their instruction, so the information is valuable in indicating
the multiple levels of assessment that can occur through labor logs. I continue to gain insight into
my students through my use of labor logs, but I believe that students also learn about themselves
and who they are as writers. I do not ask students, by way of a specific prompt in the labor logs,
to identify their issues with composing. Student self-assessment occurs organically while they are
writing about their process. This makes me believe that my implementation of labor logs helps
with a student’s identity-forming while they think and write about what they are doing during their
course projects.

Labor logs also allow me to grow as an instructor. I, like many others, consider what I do
as practicing my teaching. With every student labor log that I read, I grow as a person and an
instructor. They, the labor logs, lead me to reevaluate my instruction after every project. This leads
to a very fluid teaching practice and encourages an openness to change. Teaching can be habit
forming when we teach the same assignments semester after semester, so I value the moments that
reveal where I need to alter my approach and change what I believe to be working. Labor logs also
give me a perspective of the world from the students view; I do not live the same lives as they do,
so I need to be prepared to respond to the issues that they present in their labor logs.

To conclude this chapter, I would be remiss to not discuss how valuable these labor logs
were to my instruction during the stay-at-home order of 2020 through 2021. Covid-19 changed
how we teach and how students learn. The lock-down occurred during my pilot study which took
place in an online course, so I was able to figure out how to implement and discuss labor logs for
an online class prior to my IRB studies. The value that labor logs add to my instruction lies in how
I learn and know my students, how I can actively adjust my teaching during the semester, and how
I can learn to be a more compassionate teacher and human in times of stress. Labor logs reveal
that my world and my student’s world are very different and therein lies how labor logs as tools of assessment and reflection create a more equitable classroom ecology.
Chapter 6
Discussion, Limitations, and Future Research

Introduction

Over the course of the 2020-2021 academic school year, I experienced the development of very rich and fulfilling relationships with my English 3050 and English 1020 students. Both of these courses (two English 3050 and one English 1020) were asynchronous online courses; student’s work in their labor logs helped us build these relationships. I came to know who these students were and how they approached their composition projects. I read how they learned and shaped their communications to fit the needs of their audience. I also came to appreciate the varied assessment properties that labor logs produced: course learning outcomes, rhetorical sensitivity and composing process levels, self-assessment (student and instructor), and course assessment. This classroom work helped me to see that regardless of mode (traditional, video, digital design, etc.), assessment can be achieved through student labor logs and this assessment can help in building an equitable classroom ecology. Evaluating student’s work based on their reflective, and active, labor logs allow me to make judgements based on the labor produced, and their thinking, during the work they do on the projects I assign. Labor logs reveal the individual nature of writing. In this concluding chapter, I summarize and discuss the main take-aways from each chapter. I follow the discussion with an insertion of student voices and student opinions through two anonymous surveys about the courses and the labor logs. Following the discussion section, I address the limitations of this research and labor logs. I then discuss how this project can lead to future research and my final thoughts.
Discussion

In Chapter 3, I examined how coding for meta-awareness can help to locate evidence of achievement of course learning outcomes. This will often occur when students’ write after-the-fact and reflect on what they did as opposed to what they will do. Tying together reflection and coding for meta-awareness points directly to the transfer of skills, but also lead to revealing moments of student understanding of concepts. When the concepts of meta-awareness are used in Writing Studies research, we are able to see how and why students’ use compositional skills when they communicate (VanKooten, 2016). For this project, I coded student labor logs using the concepts of meta-awareness in order reveal how students think about their composing in various ways. This decision to choose the concepts of Process, Technique, Rhetoric, and Intercomparativity led me to recognize that I could identify student achievement of course learning outcomes. Chapter 4 became a more objective approach to my analysis. This objective approach was important in showing how labor logs can be used in programmatic assessment. As I recognized this more straight forward objective approach, I used the coded data to locate specific terms and phrases that directed me to understand how and when students achieved my course goals along with the goals of the Composition Program at Wayne State University. But attention to meta-awareness can also reveal how students locate skills to use outside of the English composition classroom. Reflection allows for students to transfer knowledge from one context into another and reflection must be scaffolded into the curriculum to be the most beneficial (Sommers, 2011; Beaufort, 2016; Trimble and Jankens, 2019); labor logs are consistent reflection that occurs throughout the semester.

Consistent and recursive reflection allow students to become more active participants in their communicative practices allowing them to develop their rhetorical sensitivity. In Chapter 4,
using a more subjective approach, I discussed how coding for the Canons of Rhetoric allowed me to evaluate a student’s rhetorical sensitivity. Labor logs, as reflective tools, help students to write through their thinking about writing and write about their writing, creating a space where their dialogic writing allows them to work through rhetorical choices. Reflection in the labor logs act as a catalyst for the student to talk-through how to write, what to write, and who to write to and why (Taczak and Roberson, 2016). The Canons of Rhetoric allow me to see the different levels of audience awareness and how students access information to complete their projects.

Coding for meta-awareness and the Canons of Rhetoric also led to a few discoveries that were unexpected. The first discovery was the higher level of process notes made by the English 1020 (FYW) students. From this I could surmise that the majority of English 1020 students are first-year students, typically right out of high school, so they may have more access to prior knowledge in composing processes because their high school writing courses are more recent. The second discovery was the higher level of rhetorical sensitivity in the English 3050 (TC) courses. There could be multiple reasons for this such as a greater range for audience in this higher-level course, but I would make the argument that more emphasis should be put on the Canons of Rhetoric in first-year writing courses in order to bring more awareness of rhetorical situation and choices of mode of communication. This would include writing across the curriculum courses where students need to be aware of writing in multiple disciplines.

The final discovery indicates there is no marked difference between composing a traditional academic essay and a multimodal project based on student notations. My analysis of the data reveals that there may be no difference in how students approach their various composition projects other than choosing the mode that best fits the communicative situation. Notes on every project were similar regardless of choice of mode or assignment, meaning that their prewriting
strategies, composing processes, and rhetorical strategy notations were discussed in the same way regardless of assignment. Overall, as my analysis suggests, incorporating labor logs in a composition course allows us to evaluate how a student completes a project. It offers the instructor the ability to walk through the student’s composing moves and evaluate how students use the concepts that are being taught. As stated earlier in Chapter 2, there are issues with getting students to write in their labor logs during the composing process instead of after-the-fact. Even though we still see the planning stage of the process in after-the-fact notes, I believe that if students made notations during every part of the process, there would be better descriptions during the pre-writing stage. Regardless of when a student works in their logs, the fact that the notes on composing process, rhetorical strategies, and general discussions of the labor they produce, labor logs are a tool that can used to evaluate the work of any type of project – regardless of mode.

Finally, in Chapter 5, I approach the analysis and discussion from a holistic perspective to indicate how labor logs can reveal moments of assessment – self/instructor assessment and course assessment. This coding was based on distractions, final thoughts, and notations that revealed more than a student’s composing process. Through my examination of the moments of self-assessment, I was able to see how students worked through their projects and analyzed their own behaviors. I was able to note how notations from students allowed me to make changes to my instruction. This was a valuable tool in making sure that students understood my intent and the concepts of my curriculum. Student notations also allowed me to see myself through my students’ eyes and realize where I needed to work on my instructor-self. Labor logs reveal the human being behind the student allowing me to be a more effective and equitable instructor.

Chapter 5, for me, is where I was able to reveal the growth and relationships that I discovered. I learn from my students as they are learning about themselves as writers. The two
IRB approved studies that informed this project took place during the Covid-19 pandemic and revealed to me the pressures that students faced during the trying times that forced them into isolation. The labor logs helped me to connect to my students on a more personal level. If I noted a student that was suffering from too much anxiety, I would reach out and offer assistance. This assistance was often in the form of Zoom meetings about assignments, but I felt it was *something* that I could do. It relieved some of the helplessness of the situation during that I, and my students, felt during the Covid-19 lock-down.

My discussions in each chapter worked to address my research questions:

- How can labor logs for multimodal projects bring clarity to students on how they enact known composing processes?
  - Will labor logs allow students to recognize the similarities between composing in multiple modes and help students recognize the academic purpose of multimodal projects?
  - Will labor logs help to increase student’s rhetorical sensitivity in composing multimodal projects?
- Will labor logs bring students and instructors a heightened awareness of course expectations?
  - Will students have an increased awareness of an instructor’s assessment practices, or expectations, based on the labor logs writing prompts?
  - How do labor logs help students in self-assessment and instructors to self-assess their curriculum?
  - How do labor logs make assessment of multimodal projects clear at the program level, and for students and instructors?
Each chapter of analysis – Chapters 3, 4, and 5 – helped me to answer each research question. In working in the labor logs, students become more aware of their place in a conversation. They talk through their process and indicate how they will communicate to a specific audience consistently increasing their rhetorical sensitivity. My responses to students help them recognize what I expect of them as they work, but also prompt them to think more deeply about their labor. As an instructor, labor logs increase my ability to view how my instruction is working, or what my students are understanding without the revealing nature of labor logs. I am able to be fluid in my instruction and respond to the needs of my students quickly. Assessment and evaluation of a multimodal curriculum is often difficult due to the subjectivity of the grader, but labor logs clearly show that, regardless of mode, student work can be evaluated based on process. This can not only satisfy the needs of the student in understanding how they will be graded, but also any programmatic assessment requirements.

This project has focused on how labor logs can be used in various ways as assessment tools and speaks from my, the instructor, point of view. In this discussion, I feel it is important to turn to my student’s voices and opinions of this project to reflect on the implications and impact on my students. At the end of each semester for each study, for both English 3050 courses and the English 1020 course, I distributed an anonymous questionnaire. English 3050 received a qualitative questionnaire and English 1020 received a quantitative questionnaire. I decided to use two different approaches in order to gather a varied response and also because I hoped for more participation from the quantitative questionnaire. Below, I offer students’ responses to these questionnaires. Beginning with the English 3050 qualitative questionnaire, I will include three responses to each question that will hopefully indicate a range of attitudes towards the labor logs. Individual students are identified by ID numbers.
Table 19:

<table>
<thead>
<tr>
<th>Question #1</th>
<th>Question 1. The labor-log had general prompts for you to respond to such as List any distractions as they occurred. Please list any specific prompts that you feel should be added to the log.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td></td>
</tr>
<tr>
<td>ID #3</td>
<td>Reflect on the times when you completed this project. Were you feeling more motivated or drained? I know this may seem like a silly question to some, but I do think that the way we feel while completing assignments has a lot to do with the quality of work we complete. Also, I think it would be interesting to add a section about &quot;If you did this project again, is there anything you would do differently?&quot; This could include anything from choosing a different topic, getting an earlier start to it, finding different people to work with, utilizing a different work environment, etc.</td>
</tr>
<tr>
<td>ID #9</td>
<td>I think that the general prompts that were already included in the labor log were perfect good enough as it asked us to give a lot of information on our thought process and other things that we had going on in our lives up until the completion of the project.</td>
</tr>
<tr>
<td>ID #11</td>
<td>Did you enjoy this project?</td>
</tr>
<tr>
<td>Question #2</td>
<td>The labor-log is intended as a reflective tool for composing, which is supposed to help the writer recall moments of composing processes. What language could be added to any of the prompts to help student writers recall moments of composing processes?</td>
</tr>
<tr>
<td>ID #5</td>
<td>Certain things could be added like what would you go back and fix? or was there anything missing that you felt like needed to be added? Just questions reflecting back or what they would do now if it’s completed.</td>
</tr>
<tr>
<td>ID #6</td>
<td>Asking what they liked or disliked about the assignment and why?</td>
</tr>
<tr>
<td>ID #20</td>
<td>I think they are good as they are.</td>
</tr>
<tr>
<td>Question #3</td>
<td>How did the labor-logs help during your composing process?</td>
</tr>
<tr>
<td>ID #7</td>
<td>It helped me create better outlines on future projects because I could keep track of where I felt I fell short or what else I might have wanted to cover more extensively.</td>
</tr>
<tr>
<td>ID #8</td>
<td>It made me actually plan out what I wanted to do and this made me develop a clear idea in my head on how I would go about completing a certain project.</td>
</tr>
<tr>
<td>ID #20</td>
<td>the labor logs gave me a deeper understanding of my work and how I structure my assignments.</td>
</tr>
<tr>
<td>Question #4</td>
<td>What did you feel were issues with understanding or using the labor-logs?</td>
</tr>
<tr>
<td>ID #2</td>
<td>I never knew what to write and it was very frustrating.</td>
</tr>
<tr>
<td>ID #6</td>
<td>Understanding them were easy, but there were times I felt I didn’t explain myself well enough.</td>
</tr>
<tr>
<td>ID #19</td>
<td>The thing I was unsure about with the labor logs was the grading, I don’t think many people have had a class that is graded via a reflective process. The thing I would fix is to explain the grading even more at the beginning of the semester.</td>
</tr>
<tr>
<td>Question #5</td>
<td>Question 5. When filling out the labor-logs, did you address, either mentally or physically, your notes to yourself or your instructor (the audience for your labor-logs)?</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ID #1</td>
<td>it felt like i was writing more to myself, almost like writing down my own thoughts rather than answering a question.</td>
</tr>
<tr>
<td>ID #13</td>
<td>Just to my instructor.</td>
</tr>
<tr>
<td>ID #19</td>
<td>I filled out my notes addressed to myself, I treated the assignment as a process to help myself improve.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #6</th>
<th>Did the labor-log help you to understand the grading process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID #8</td>
<td>Yes, it did help me understand the grading process because as I was writing my labor log I also reviewed the instructions and requirements for the project that I needed to complete.</td>
</tr>
<tr>
<td>ID #11</td>
<td>Yes, I knew that my work was actually being graded not how well I wrote. It helped me understand there’s more then just getting graded on by a rubric.</td>
</tr>
<tr>
<td>ID #18</td>
<td>yes because the grading was very self explanatory you just do the project to the best of your ability with the knowledge provided with lectures and the book and fill out the log so you can see our comprehension.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #7</th>
<th>Did the labor-log clarify what the instructor was asking you to do in the projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID #7</td>
<td>Yes, many times I’d be planning out what I am going to do for the project and filling it out as I am reading out the guidelines so I am aware of all of the requirements that need to be met for a certain project.</td>
</tr>
<tr>
<td>ID #8</td>
<td>Yes, The labor logs did clarify the expectations of my instructor because as I was completing the labor logs I kept in mind all the requirements that were needed to be completed for a certain project and how I could portray my thought process to her.</td>
</tr>
<tr>
<td>ID #16</td>
<td>Yes, the labor-logs showed that the instructor wants students to effectively organize the writing process, use prior experiences, consider distractions, and budget their time to complete each of the assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question #8</th>
<th>Did the labor-log draw your attention to the similarities between composing a traditional academic essay and a multimodal project?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID #3</td>
<td>The labor log had several sections that would have been filled out similarly and differently between an academic essay and multimodal project. The rhetorical considerations were similar in that each type has a specific audience that needs to be accounted for and considered in making a persuasive piece. The goal is to get the audience to &quot;buy&quot; whatever you're saying and see it as valuable. In both cases, by recognizing the audience and appealing to them, one is able to create quality work. In addition, both an academic essay and a multimodal project contain similar prewriting strategies like preliminary research, formatting, and other things.</td>
</tr>
<tr>
<td>ID #10</td>
<td>Yes, I think that there are many similarities between the two, one that I can think of right now is that both have to be clear in their writing and be understand.</td>
</tr>
<tr>
<td>ID #19</td>
<td>Yes I did notice the similarities between different types of projects. For instance, I noticed the organizing process and rhetorical decisions such as which information to include were needed in each project.</td>
</tr>
</tbody>
</table>
Did writing in the labor log and/or reviewing your labor log help you make rhetorical decisions in composing your projects for this course?

- **ID #4:** Yes, writing in the labor log and/or reviewing my labor log did help me make rhetorical decisions in composing projects for this course. An instance where it did was for project 3A where it helped me develop a focus on identifying the needs of a professional audience.
- **ID #6:** No, I don’t think so. I feel like making rhetorical decisions is a natural part of the process.
- **ID #13:** Yes it did. It helped me consider my strategy and my audience and how I wanted them to perceive it.

Overall, how valuable was using the labor-log for your learning about writing in different modes/ mediums?

- **Valuable:** 14 students responded with valuable
- **Somewhat valuable:** 5 students responded with somewhat valuable
- **Not at all valuable:** 1 student responded with not at all valuable

The questionnaire for the two English 3050 courses helped me to identify what is working and where I need to revise the labor log prompts. These questionnaires came directly from the students who are using the labor logs and inform my current and future labor logs. The majority of the students had positive responses to the questions, with a few negative responses. I do not disregard the negative comments, in fact, I put more effort into finding ways to solve the negative responses. For instance, in question 10, for the one student who did not find the labor logs valuable in their learning experience, I need to understand how I can improve the experience for everyone.

For English 1020, I chose to alter the questionnaire to reflect quantitative results. The results are reported in percentages. I found the results of this questionnaire gave me less information than the qualitative questionnaire, but it did offer valuable insight into how first-year writers feel about labor logs. Below I will give the question followed by the results.

### Table 20:

<table>
<thead>
<tr>
<th>Question 1. Did you find the labor logs helpful in tracking your composing process?</th>
<th>Yes: 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat: 20%</td>
<td>No: 0</td>
</tr>
<tr>
<td>Question 2. Did you write in your logs while you were working or after you finished?</td>
<td>While I was working: 60%</td>
</tr>
<tr>
<td>After I finished: 40%</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>Question 3: Did you feel that labor-based grading was fair to you as a student?</td>
<td>90%</td>
</tr>
<tr>
<td>Question 4: Did the logs help you work on your projects in any way?</td>
<td>50%</td>
</tr>
<tr>
<td>Question 5: Did using the labor logs bring clarity (a better understanding) to what you needed to accomplish for the projects?</td>
<td>70%</td>
</tr>
<tr>
<td>Question 6: Do you believe that you became more aware of the audience for your projects through the use of the labor logs?</td>
<td>70%</td>
</tr>
<tr>
<td>Question 7: Did the labor logs help you to understand what was expected of you by the instructor?</td>
<td>60%</td>
</tr>
<tr>
<td>Question 8: Did the labor logs help you identify what was expected from the genres of writing that you accomplish in this course?</td>
<td>60%</td>
</tr>
<tr>
<td>Question 9: Of the genres or concepts below, mark those that you feel comfortable knowing how to accomplish due to your work in the logs and this course: (students were allowed to pick as many as they felt they had gained knowledge in)</td>
<td>Rhetorical analysis: 40%</td>
</tr>
<tr>
<td>Question 10: Did the prompts in the labor logs help you to think through your work?</td>
<td>80%</td>
</tr>
<tr>
<td>Question 11: Did you feel that the instructor left enough feedback in your logs?</td>
<td>80%</td>
</tr>
<tr>
<td>Question 12: Did you enjoy using the labor logs?</td>
<td>80%</td>
</tr>
<tr>
<td>Question 13: Do you think you might use some type of log in your future?</td>
<td>70%</td>
</tr>
</tbody>
</table>

The qualitative questionnaire that I used for the English 3050 courses did give me a better understanding of what students thought about the use of labor logs, but the quantitative questionnaire above, from the English 1020 course also revealed more than I expected. Question 9 in particular gave me pause because these are concepts that I discuss throughout the semester. Overall, I feel that students are receptive to labor-based grading and use the logs as a tool for
organization during the semester. This questionnaire also helped me to revise the labor log for English 1020.

Both of these questionnaires allowed me to see what the students thought about how I grade their projects and what changes I need to make. I recognize, from their voices, that I need to increase the details in my prompts in the labor logs. I initially made the prompts vague on purpose; I wanted students to write freely without the constraint of a prompt. Overall, the questionnaire helped me to recognize that I need to improve my module on how to use the labor logs. I believe that I subconsciously knew this going into the studies, but I was wrong. This is the value the labor logs. I am now able to recognize and take feedback constructively from my students. I may think that I know best, but I must also recognize that what I do effects my students in ways that are not seen. Using the questionnaires allowed me to see their perspective on the implementation of labor logs and labor-based grading. My rationale for including them here, in this discussion, was to give an honest view of what students think about labor logs.

Limitations

In this section, I will address the limitations of this project and also the pedagogical, or programmatic, limitations instructors may face when implementing labor logs. I begin by addressing the limitations of this project and the challenges with consenting students, issues with identifying the most relevant samples, and the problems I faced in balancing my teacher-researcher role with the objective goals of analysis. I move to the limitations of the project that have to do with the vast amounts of data and sample size. The final discussion of limitations that I address point to the labor logs and the challenges I faced in this project. These issues address the implementation of labor logs and the issues that instructors may face on a pedagogical or programmatic level.
Project Limitations

The first limitation of this study is the inability to contact students after the final grades were submitted. There were a few issues with student signatures that required me to drop two consent forms. Although I must emphasize that I had strong participation from students in both studies (26 TC students and 14 FYW students). I have considered that adding follow-up interviews would have clarified some issues for me, but I did not include this as part of the study proposals. In hindsight, end-of-semester interviews would have enriched this project, but I considered the anonymous surveys an adequate substitution. The information that I may have gleaned from interviewing consented students would have answered questions about time management, clarified issues of when students write in their labor logs, and also, the additional contact with students would have allowed me to question them about specific entries in their logs.

A further limitation of the studies was the vast amounts of data, time constraints, and closeness to subjects. These constraints made it impossible for me to ensure that I was grabbing the perfect sample. I utilized multiple organization methods, but still feel that some good data fell away. To explain, as I searched through my data for samples, I often stopped when I found the right amount that I needed. This means that I left out samples that may have been equally appealing. Also, one sample may have worked for multiple coding concepts, but I chose not to be repetitive. Along with this, analyzing data from these two studies, as a teacher-researcher, often caused me to read more into a student’s notation than what was actually there. The closeness, or attachment, I felt to the students often had me thinking that I knew what they meant to say. This is problematic, and not objective, and I had to constantly be reminded to separate my identity as an instructor from my researcher identity. Completing these two studies on courses where I was not the instructor would help to lessen this issue. Training a second reader to code could have enhanced
my analysis, but I feel, nevertheless, that what I present in the project demonstrates the possibility of what can be learned through labor logs. But, as noted by Cathy Fleischer (1995), teacher-research should be about discovering the student and research should occur with the student and not on the student. While the connection I made with the students lessened my objectivity, it did allow me insight into the lives of the student-subjects.

The vast amount of data caused multiple issues. Student labor logs contain tens of thousands of words; Chapter 2 includes a visual of one project notes from one student. These words should be read in context and not broken up into single moments, so analyzing for specific phrases caused issues. Although these moments can indicate phrases that will satisfy assessment of learning goals (Chapter 3), the entirety of a student’s labor log tells a more in-depth story of the labor a student does. Like I stated above, making the appropriate choices for samples often made me exclude good data, but for reasons of length and time, I had to limit the number of samples I used in this dissertation. I have attempted to give a good range of evidence in each of the chapters, but I must also acknowledge that the samples that were not included could have enriched my argument. I have made it clear how individualistic each labor log is, so I feel that excluding any student is counter to what I am discussing.

Labor Log Limitations

Finally, I perceive there are limitations to the implementation of labor logs themselves. The limitations potentially include the time investment by the student and instructor, resistance from students, and also, resistance from the instructor’s peers and the department. The time investment required to grade/evaluate based on labor logs may frighten away some instructors. Evaluating student work by reading through their labor logs while reading their final projects takes an investment of time. Initially, this takes some time because I am discovering the student, but as the
semester progresses, I begin to recognize the composing moves of the student in question and can pin-point relevant sections in the logs. Even this takes time. Depending on teaching load, and homework load for graduate student teachers, what may take 15-20 minutes per assignment per student to evaluate, can sometimes take an additional 15-20, sometimes equating to 30 to 45 minutes per student. As experience and time goes on, the amount of time reading logs goes faster. For students, the extra time that they spend writing in their logs is variable based on when and what type of notes they make. There are students who spend an extraordinary amount of time working in their logs because they enjoy them, but there are others who spend 10-15 minutes a couple of times a week. This extra time needed to complete, or work on, assigned projects may seem unfair, but I have found that students stay in touch with the work they are doing in my classes because they return to their logs and read what they were working on before they move on. It is recursive learning and keeps them in the moment of the labor they produce and the projects they are working on, so the time investment is worth the effort.

Student resistance is also a limitation to labor logs. There are many students who are wary of labor-based grading and grading contracts at the beginning of the semester. First, grading is a learned habit; students are graded in the same way from Kindergarten through their Senior year of high school (Shor, 1996; Inman, 2018). Change often frightens, or makes uncomfortable, students who are hyper-aware of grade points averages. They are unsure of what is expected of them even when the videos I produce are clear and informative, but these students often find, after the grading of the first part of Project 1, that they are graded fairly and as individuals. And then there are students who never become used to the labor logs and some students who really do not like them at all. Their reasons range from feelings of having to do extra work for no reason to just not liking them because they do not like writing about themselves. There were three students who consented
to my studies for this project who felt that labor logs were “busy work.” All three students wrote
excellent notes in their labor logs and fulfilled my requirements to the letter. These three students
come from a privileged background – knowledge I gleaned from their labor log notes on their high
school experiences and their expressions of frustration about having to justify their final projects.
They, *I am assuming*, do not have the same fear of grading and evaluation as under-represented
students. There are students who are under-represented who also do not like the labor logs but
none of these students consented to the studies.

Resistance from peers and departments can come in two forms. First, peer resistance is
based on questions of time investment. It is understandable that there are those who feel that
reading labor logs will add too much to their already over-worked schedules. It *does* take time and
investment, but for the instructor looking to build an equitable classroom, labor logs are an
investment worth the time. This limitation could be solved by using a labor log similar to Asao B.
Inoue’s (2019) labor logs which track the amount of time over a more narrative approach. I feel
that the individual student is somewhat lost in this approach, but it is still an anti-racist approach
to grading. Departmental resistance, which I have not yet been subjected to, may come in the form
of university grading criteria and transparency in grading. Tying labor logs to assignment rubrics
may help in linking labor-based grading to university grading criteria.

In Chapter 3, I discussed how labor logs could be used to indicate achievement of learning
outcomes. I chose to use meta-awareness concepts of *Process, Technique, Rhetoric*, and
*Intercomparativity* to code for learning outcomes, but a researcher could use any coding scheme
to analyze labor logs for specific words or phrases. I chose meta-awareness due to its connection
to reflection and transfer which are important to learning outcomes and student success. Utilizing
labor logs as a tool for evaluation of student work may require, when met with resistance, an
explanation of their function. If we are to invest our time in building equitable classroom ecology, then it is worth our time to explain.

**Future Research**

This project began, in the prospectus stage, as a project that discussed the importance of multimodal composition pedagogies and how to assess multimodal projects. The value of multimodality in the composition classroom is now recognized as an integral part of our pedagogical approach to teaching writing, but the question of how to assess multimodal projects is still a topic that needs further research. This project has focused on the various ways that labor logs can be used as guiding tools to assess multimodal projects, but further research into how labor logs are built and used in the classroom would contribute to the discussion. One avenue of research would be in a classroom study where a collaborative approach to building the labor logs with the students would help us to discover the best approach to reflective labor logs. Including students in how they are evaluated equalizes the power in the classroom. This research would include exploration of anti-racist pedagogies alongside multimodal pedagogies to understand how these two approaches would guide our understanding of building equitable classroom ecologies by building on the work of Inoue (2019). Connecting labor logs directly to grading criteria and rubrics are also an avenue to research. This will help to clarify any fuzzy concepts surrounding my project guidelines.

My research for this project has revealed how individualistic student writing is and how students use different approaches to composing. This includes the various ways that distractions interrupt student labor. Research into how technology interferes with labor and writing process would help us, and students, recognize how and when their thinking is interrupted and ways to combat these issues. Distractions also tell us more about the individual student than we were ever
privy to before, and this can help us to understand if our students need more from us than grades – meaning more instruction, conferences, or due date extensions. During the recent Covid-19 pandemic, everything about our lives shifted. Qualitative research into how labor logs function to foster relationships between instructor and student would move us beyond just notice of achievement of learning goals. The value of this type of research lies in our desire to see students as individuals who live, work, and learn in diverse ways.

Finally, as I discussed in Chapter 4, the Canons of Rhetoric, when used to code in data analysis, have shown to reveal much about our student’s level of rhetorical sensitivity. The research findings of this chapter also indicate that a focus and instruction on the Canons could increase a student’s awareness of their own rhetorical strategies when composing. Further research and studies on including the Canons of Rhetoric in our curriculum may help to encourage production of more ethical communicators. Designing a curriculum for a FYW course, or any introduction to college writing course, that focuses on the Canons of Rhetoric and then studying the effect of this instruction on the rhetorical sensitivity of first-year writers, may indicate more awareness of rhetoric and ethical communication than the common rhetorical analysis project would produce. This research would serve to strengthen the bonds between rhetoric and composition.

As this project reaches a conclusion, I want to acknowledge how my teaching practice has flourished since discovering Asao B. Inoue’s (2019) Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom. This text has altered how I think about myself as an instructor, and a graduate student teacher, learning about learning and teaching. This text led to this project and this project forced me to recognize my privileged position in the classroom and the world in general. As a graduate student who is much older (20-30 years older)
than the average graduate student, I often felt that I was on the outside and often invisible. This project, and the studies that informed it, revealed to me the realities of my student’s lives and what they face during the school year. The under-representation that I experience does not compare to my students. My position at the front of the classroom signifies my privilege. My life has been enriched by this project and by the investment of my students in their work in the labor logs. Inoue’s work has guided my hand in building a curriculum that is inclusive and unbiased; Inoue has altered how I view grading and how grading affects students. Labor logs have allowed me to connect to my students in ways that I had not experienced before. I know who they are as they produce communicative acts and how they form their identities within multiple discourse communities. I have been privileged to watch them grow as composers, read their frustrations during the Covid-19 pandemic, and celebrated their success. I am a better person and instructor because of these students.
APPENDIX 1: 1020 COMMON SYLLABUS; 3050 COMMON SYLLABUS

ENG 1020 Common Syllabus [amended to include approved changes]
Academic year 21/22

Instructor and Section Information

Include your name, contact email, office hours, class meeting times and location, and CRN

Department of English Description

Include this section verbatim on syllabus.

Building upon students’ diverse skills, English 1020 prepares students for reading, research, and writing in college classes. The main goals of the course are (1) to teach students to consider the rhetorical situation of any piece of writing; (2) to have students integrate reading, research, and writing in the academic genres of analysis and argument; and (3) to teach students to develop analyses and arguments using research-based content, effective organization, and appropriate expression and mechanics.

To achieve these goals, the course places considerable emphasis upon the relationship between reading and writing, the development and evaluation of information and ideas through research, the genres of analysis and argumentation, and the use of multiple technologies for research and writing.

WSU Undergraduate Bulletin Description
Cr 3. Prereq: placement through ACT score, SAT/EBRW score, English Qualifying Examination, or passing grade in ENG 1010. A course in reading, research, and writing skills that prepares students to write successfully in college classes.

Course Placement for ENG 1020
Students are placed into ENG 1020 by different means. Most students are placed via test scores: students with an ACT English score of 21 or higher, or an SAT/EBRW score of 520 or higher are placed into ENG 1020. Students can also be placed into ENG 1020 via the English Qualifying Examination (see the EQE Information handout). Students also may enroll in ENG 1020 if they received an S grade in ENG 1010.

General Education Designation
With a grade of C or better, ENG 1020 fulfills the General Education Basic Composition (BC) graduation requirement. Successful completion of Basic Composition is a prerequisite to enrolling in courses that fulfill the General Education IC (Intermediate Composition) requirement for graduation (e.g., ENG 3010, 3020, 3050, etc.).

It is important to note that not passing a student in ENG 1020 is not an absolute failure or a ticket to dismissal from the University. It simply reflects the student’s need to repeat the course in order to be prepared for successful writing in other courses. There are some repeating students in most sections of ENG 1020 each term.
Learning Outcomes

Reading
• Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.

Writing
• Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness.
• Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.

Researching
• Use a flexible research process to find, evaluate, and use information from secondary sources to support and formulate new ideas and arguments.

Reflecting
• Use written reflection to plan, monitor, and evaluate one’s own learning and writing.

Multimodal
• Compose and analyze multiple modes through a rhetorical approach.

Collaboration
• Work within a group effectively.
• Understand how to share and listen rhetorically.

Required scheduling and registration information: Last day for late registration, and to withdraw without instructor approval and with tuition cancellation: for Winter 2021, Monday, January 25.

Last day to withdraw (no tuition refund): for Winter 2021, March 28. Here is a link to the “SMART” information (https://wayne.edu/financial-aid/receiving/withdrawal/), be informed about the potential consequences of withdrawal. You must complete a SMART Check at the Welcome Center or online (https://waynestate.tfaforms.net/148) if you are intending to withdraw from a class. Withdrawals can seriously impact your financial aid and progress toward degree completion. Consider carefully before making the decision to withdraw from this course. Visit the SMART Check page for resources for helping you with this decision.

Required Text – This course is participating in the First Day Inclusive Access.

This course is participating in a pilot for the winter semester of a new course material access and affordability program called First Day Inclusive Access. This program will make your required course materials directly available to you on or before the first day of class and usually at a discounted price. A direct charge for the course material is placed against your student account and is visible on your tuition bill. Participation in the First Day program is optional; however, if
you think you would like to opt-out, please partner with me first. Opting-out will result in a refund placed against your WSU student account, which will be disbursed in accordance with the Office of the BURSAR, Student Accounts Receivables Policies. For information regarding the First Day Inclusive Access course material pilot including price discounts, please visit Studentservices.wayne.edu/bookstore/inclusive-access or the Barnes & Noble College First Day Inclusive Access FAQ page at https://customercare.bncollege.com.

Things to consider before opting out:

- The material through this program is priced at market value or lower
- Market value is defined as the price you would pay if you purchased the exact same material and format directly from the publisher
- The opt-out window for your course is 21 days from the first day of the winter semester, ending on 2/1/2021
- You may opt-out or back in as many times as you want through 2/1/2021
- Regardless of your opt-out status, your access to the content will remain through 2/1/2021
- If your final status is opt-out on 2/2/2021, you will no longer have access to the course material eText or eText and courseware
- If you opt-out, you will need to purchase the required course material independently either through the campus bookstore, publisher website, or your favorite textbook provider

Policies that are specific to this class:

- ATTENDANCE POLICY
  Because this course is filled with different types of composing and due dates are strictly followed, it is recommended that you check into our Eng 1020 Canvas shell at a minimum of 3 time per week.
- Final due dates are FINAL. Extensions are only given after meeting with me, your instructor, and discussing your paper.
- Do not make excuses for not participating with your group. If you have any problems, contact me ahead of time or immediately after. I am here to help you, but you must also help yourself.
- COLLABORATION/GROUP PARTICIPATION: This class is designed for group work. While you will compose individual papers, your main projects are based on collaboration with your group. If you do not fully participate, if there are complaints from your peers, or if you miss too many meetings, you will be removed from your group and will have to begin your projects over. This is will have a very big impact on your overall points.
- Respect: Your time is valuable and so is mine. If you make an appointment with me, show up. Also, see cell phone policy above. If you feel disrespected in any way in my classroom or online from your peers, please speak to me about it so that I can help fix any problems. I want every individual in this class to be able to express themselves equally.

Other Course Policies
• The grading for this course is based on your writing in the labor logs (there will be a very detailed video about this). Please carefully read the grading contract and follow the directions.
• Students will be asked to share writing and make comments on other students’ work.
• Students must contact the instructor in advance if work cannot be submitted by the due date. No comments will be provided for late work. The instructor will determine specific grade reductions based on timely prior notification, whether revised deadlines are met, and similar factors. Late work will be accepted and graded only if a new deadline is arranged with the instructor in advance.
• A grade of Incomplete will be issued only if the student has attended nearly all of the class sessions, submitted an Incomplete Contract (using the English Department’s recommended form) sign, and obtained the instructor’s signature on it.
• Additional resources include the Academic Success Center and Counseling and Psychological Services (CAPS).

Plagiarism Policy

Plagiarism is the act of copying work from books, articles, and websites without citing and documenting the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). Plagiarism also includes submitting papers (or sections of papers) that were written by another person, including another student, or downloaded from the Internet. Plagiarism is a serious academic offense. It may result in a failing grade for the assignment or a failing grade for the course. Instructors are required to report all cases of plagiarism to the English Department. Information on plagiarism procedures is available in the Department.

A Note about Research Ethics

Within the academic community, we divide the practice of research into two separate kinds of tasks. Research that involves looking at sources authored by other people, often found in a library or on the internet, is called secondary research. You may already be very familiar with this kind of work and you’ll be doing it for several projects in this class. The other kind of research we call original (or sometimes primary) research. Instead of reading someone else’s presentation of knowledge, original research creates or gathers knowledge together in a way that was not done before. For instance, a biologist might conduct an experiment to test the effects of a drug or a fertilizer and write an article to explain her research process and results—again, you’re probably familiar with this kind of research. But some academics, especially those in the social sciences, do original research by gathering stories and knowledge from human participants through interviews, focus groups, surveys, or other methods. You won’t be doing biological experiments in this class, but you may end up using some of these other methods of original research in your projects. As you involve other humans in your research processes, you must respect their rights to maintain their privacy and to choose how and when their information or stories get shared. As members of the academic community, we expect you to be responsible researchers as you gather and disseminate this data, as well as any data obtained through secondary research.
Projects

1. Rhetorical Analysis Project
   a. Buzzfeed Listicle or other type of media based on the analysis of print-based essay.
   b. Buzzfeed Listicle or other type of media based on the analysis of another medium.
   c. Create a PSA (Public Service Announcement) using Rhetoric.

2. In-depth Research Individual/Group Projects
   b. Research Exhibit.
   c. Individual Research Essay (2,000-2,500 words).

3. Reflective Evaluation Project (1,000-1,500 words).

Each portion of every project should be logged in the labor logs with the exception of P3.

Project Formats and Submission

- Written Assignments must be typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins.
- Please use MLA format for citations.
- Assignments must be submitted electronically through Canvas in Word Format ONLY!
- Please insert page numbers in the top, right-hand corner of your assignments.

Grading
The grading for this course is based on the grading contract that each student must read, sign, and email the instructor in a proper business format.

Grades on projects will be as follows:

Project 1: Rhetorical Appeals and Situation

There are four parts to this project. This project is worth a total of 9 points:
Part A: 3 – Article Analysis
Part B: 3 – Second Analysis of another medium
Part C: 3 – PSA Utilizing Rhetorical Appeals

Project 2: In-Depth Research

There are five parts to this project. The project is worth a total of 9 points:
Part A – Collaborative/Individual source map: 3
Part B – Collaborative/Individual Research Exhibit: 3
Part C - Research Paper: 3

Project 3: Evaluation Argument Essay: 3

Participation and Discussion Boards: 1 point each (total of 13)
The Writing Center (2nd floor, UGL) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The Writing Center serves as a resource for writers, researchers, and students’ technology projects. Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics. Research and technology support is offered on a first-come-first served basis and covers research strategies, assessment of sources, general technology support, and help with Adobe Dreamweaver, Encore, Flash, Illustrator, Photoshop, and more. To make an online appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

Warrior Writing, Research, and Technology (WRT) Zone
The WRT Zone is a one stop resource center for writing, research, and technology. The WRT Zone provides individual tutoring consultations, research assistance from librarians, and technology consultations, all free of charge for graduate and undergraduate students at WSU. Tutoring sessions are run by undergraduate and graduate tutors and can last up to 50 minutes. Tutors can work with writing from all disciplines.

Tutoring sessions focus on a range of activities in the writing process – understanding the assignment, considering the audience, brainstorming, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

Librarian and technology support is a walk-in service. Consultants will work with students on a first come-first serve basis. Consultants provide support with the library database system, finding and evaluating sources, developing research strategies, organizing sources, and citations. Consultants will also provide technology support including, but not limited to: video editing, graphics creation, presentation building, audio recording, MS Office support, and dissertation formatting. The WRT Zone has several computers with the Adobe Creative Suite for students who want to work on multimedia projects. Our location is also equipped with two Whisper Rooms where students can work on multimedia projects in a more private and sound isolated environment.

To make a face-to-face or online appointment, consult the WRT Zone website.

For more information about the WRT Zone, please contact the Director, Jule Thomas (email: au1145@wayne.edu).
Student Disability Services

Students who may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Additionally, the Student Disabilities Services Office coordinates reasonable accommodations for students with documented disabilities. The office is located in 1600 David Adamany Undergraduate Library and can be reached by phone at 313-577-1851. Please consult the SDS website for further information.

ENG 1020 Common Syllabus [amended to include approved changes]
Academic year 21/22

Instructor and Section Information

Include your name, contact email, office hours, class meeting times and location, and CRN

Department of English Description

Include this section verbatim on syllabus.

ENG 3050 prepares students for reading, researching, writing, and designing technical documents. While some technical writing addresses a general audience (e.g., instructions), technical documents are often written for multiple audiences with different specializations (e.g., technical reports for executives and implementers). Technical documents incorporate both textual (writing) and visual (graphics, illustrations, etc.) elements of design.

WSU Undergraduate Bulletin Description

Cr 3. Instruction in basic technical writing skills. Requirements include writing summaries, letters, memos, instructions, and technical reports. Topics include audience and purpose analysis, textual and visual aspects of technical document design, and formatting.

Course Prerequisite for ENG 3050

To enroll in ENG 3050, students must have completed their WSU Basic Composition (BC) requirement (ENG 1020 or equiv.) with a grade of C or better.

General Education Designation

With a grade of C or better, ENG 3050 fulfills the General Education IC (Intermediate Composition) graduation requirement. Successful completion of Intermediate Composition (IC) with a grade of C or better is a prerequisite to enrolling in courses in the major that fulfill the General Education WI (Writing Intensive) requirement for graduation. More information on the General Education requirements is available from the WSU Undergraduate Bulletin.

Learning Outcomes

Writing and Designing

Write effectively as individuals and in teams in standard genres of technical writing (including summaries, professional correspondence, resumes, instructions, technical descriptions, reports,
and performance assessments), including the appropriate use of grammar, mechanics, style, and document design for formal and informal documents and standard conventions of citation and documentation.

Reading and Analyzing

Read, analyze, and evaluate the design of, and the audience(s) and purpose(s) for, technical documents, including text, visuals, format, usability, citation, documentation, and mechanics.

Researching and Documenting

Design and conduct primary and secondary research; evaluate appropriate sources in support of composing technical documents.

Using Technology and Media

Make productive use of current technologies for reading, researching, writing, and designing technical documents.

Collaboration

Work with peers on projects and track progress in shared field notes.

Required Text


Assignments

Students are required to write a minimum of 30-34 pages (8,000-9,000 words) in ENG 3050 (including drafts and informal writing). This course will feature 4 major projects along with less formal writing for in-class activities and homework.

- Job Application Materials (4-5 pages)
- Intranet Design, Instruction Set & User Test Memo (5-6 pages)
- Three Component Report (16-22 pages)
- Discussion Board Responses – this is considered “attendance.”

Project Formats and Submission

All work is submitted in Canvas. Collaboration work will be done in the One Drive.

Grading

Grading is based on the work that you put into each project. I do not grade on artistic ability or visual choices in multimodal composing. I grade on you completing the projects according to the guidelines and filling in the labor-log detailing your process. If you follow the guidelines and fill in the log, you will receive B for your work, but if you only put half an effort in, then your grade will reflect that by a deduction of ½ grade (see the grading contract for more information). In this
course, I place value on the work that you do. A grade higher than a “B” is attainable by going beyond simply following the guidelines. To attain a higher grade, Project 4 must be completed by the due date listed in the schedule. This attainable higher grade will be explained in more detail in the grading video.

Remember that you will need to submit your project to the assignment folder individually – even when working in groups.

Attendance Policy

For any online course, you MUST check into the Canvas site at least 3 times a week. Do not expect a passing grade if you only work on the materials once a week. When doing collaborative work, you must participate with your group. If your group members complain that you are not doing your part, you will be removed from the group and will have to complete the assignments alone with a reduction in points.

Please see the Academic Calendar for Fall Semester for Add/Drop schedule.

Plagiarism Policy

As with any course, do not copy and paste other people’s work into your own texts – this is stealing (plagiarism) and it will not be tolerated.

A Note about Research Ethics

Within the academic community, we divide the practice of research into two separate kinds of tasks. Research that involves looking at sources authored by other people, often found in a library or on the internet, is called secondary research. You may already be very familiar with this kind of work and you’ll be doing it for several projects in this class. The other kind of research we call original (or sometimes primary) research. Instead of reading someone’s else’s presentation of knowledge, original research creates or gathers knowledge together in a way that was not done before. For instance, a biologist might conduct an experiment to test the effects of a drug or a fertilizer and write an article to explain her research process and results—again, you’re probably familiar with this kind of research. But some academics, especially those in the social sciences, do original research by gathering stories and knowledge from human participants through interviews, focus groups, surveys, or other methods. You won’t be doing biological experiments in this class, but you may end up using some of these other methods of original research in your projects. As you involve other humans in your research processes, you must respect their rights to maintain their privacy and to choose how and when their information or stories get shared. As members of the academic community, we expect you to be responsible researchers as you gather and disseminate this data, as well as any data obtained through secondary research.

Other Course Policies

If you are assigned to work on a group project, be a participant. I will note the amount of work each group member puts into a project.
Commit to working on the Labor-Log and sharing your experiences.

Wayne State Writing Center

The Writing Center provides individual tutoring consultations free of charge for graduate and undergraduate students at WSU. Tutoring sessions are run by undergraduate and graduate tutors and can last up to 50 minutes. Tutors can work with writing from all disciplines.

Tutoring sessions focus on a range of activities in the writing process – understanding the assignment, considering the audience, brainstorming, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics. To make a face-to-face or online appointment, consult the Writing Center website.

For more information about the Writing Center, please contact the Director, Jule Thomas (email: au1145@wayne.edu).

Student Disability Services

Students who may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Additionally, the Student Disabilities Services Office coordinates reasonable accommodations for students with documented disabilities. The office is located in 1600 David Adamany Undergraduate Library and can be reached by phone at 313-577-1851. Please consult the SDS website for further information: http://studentdisability.wayne.edu.
APPENDIX 2: 1020 PROJECT GUIDELINES; 3050 PROJECT GUIDELINES

ENG 1020 Project Guidelines

Introduction/Rationale for ENG 1020 Projects

Analysis and research are the foundations of most college papers and academic programs. Because of this, this course will focus on an in-depth understanding of the processes behind researching and analyzing so that the skills you learn in these projects will transfer out of this course and into the rest of your academic career and after. This will be done through a thorough researching of a topic, learning the discourse of rhetorical situation and appeals, and collaborating with your peers on multiple projects. By focusing on one topic throughout the semester, you will have the opportunity compose in multiple genre types (written, multimodal, etc.). Each project is explained below:

Project 1 – Understanding Rhetorical Appeals/Situation

Introduction/Rationale

Rhetorical analysis is a common college assignment across many different majors. For me, your instructor, understanding rhetorical appeals and situations are an important part of becoming a powerful communicator through writing. As you begin to understand and use this new scholarly discourse, you will come to find that you already use some of these elements in your everyday life. While you will not be producing the typical analysis essay, you will be producing multiple analysis projects that will ask you to break down something by detailing how it works and by examining its various components. You will also create something to appeal to an audience utilizing rhetorical appeals to persuade. During the first week of class, you will decide on your choice of topic and, based on this choice, you will be put into your topic group. Throughout the semester, you will participate in a shared journal with your group where you continuously converse on your projects. These shared journals will be used throughout the semester to complete the projects.

As your instructor, I will use this multi-layered project to assess your achievement across the following three goals:

1. to develop your understanding of key rhetorical concepts (situation and purpose; types of claims or types of arguments); and persuasive appeals),
2. to provide you with practice using rhetorical concepts as a reading strategy to read and analyze types of writing and other mediums/genres
3. to give you practice creating artifacts using rhetorical appeals
4. to give you experience working in collaboration with peers (optional)
5. to give you practice reflecting on your understanding of rhetorical appeals/situations.

There are three parts to this project:
Part A: Analyzing an Academic Article
Part B: Analyzing a 2nd Genre
Part C: Using Rhetoric to Form an Argument

Grading is based on the 3-point system as noted in the Grading Contract.

Part 1: Rhetorical analysis of a text and creation of a Buzzfeed Listicle.

Each group member (or individual) will read the chosen topic article and analyze it for rhetorical situation and appeals. Then, working together (or individually if you have chosen to work alone) you will create a Buzzfeed Listicle that will show your combined analysis. Discuss the genre convention of a listicle within your group. A listicle consists of three elements:

1. A concise introduction
   - Get you point across quickly and clearly
2. At least five analysis points with images
   - You can go over five
   - Match your image to your point
   - Focus on visual rhetoric in this social media platform
3. A concise conclusion
   - Leave your reader/viewer thinking about your message

You can find examples of Buzzfeed Listicles here: https://www.buzzfeed.com/search?q=listicles. Your listicle should be visually appealing as well as clear and concise. You and your group must proof-read carefully.

Upon completion of your Buzzfeed Listicle, each student will post their composition to the Discussion Board.

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).

Important points to ponder:
- are you thinking about the audience?
- are you only discussing how the author is trying to appeal and not what they are talking about?
- do your visual make sense with the text?
- did you request help from the instructor if you are confused?

Part 2: Rhetorical analysis of a 2nd genre/medium and creation of a Buzzfeed Listicle or medium of choice.

As a group, or individually, you will decide on your second choice of medium to analyze (it is best to stay on your main topic). It can be a commercial, newspaper article, PSA, song, video, etc., the choice is yours. Remember to analyze the visual rhetoric the writer/creator uses along with the tradition analysis. After each student completes their analysis the group, if working in a group, will prepare their second presentation. Buzzfeed Listicles are a good choice because it requires you to write in a concise and clear
narrative with strong visual rhetoric, but you may choose to create your presentation in any medium of your choice as long as you are producing an analysis.

In the past, students have chosen the following modes to compose in:
- another Buzzfeed Listicle
- a brochure
- a video
- a Snapchat

Upon completion of your Buzzfeed Listicle/other medium, each student will post your creation in the Discussion Board.

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).

Part 3: Creation of a PSA/Commercial.

You/your group has now analyzed two different forms of communication based on your topic. You, or your group as a whole, will now create a PSA/Commercial (Public Service Announcement) utilizing rhetorical appeals in order to persuade your audience. This can be done in any format (commercial, billboard, poster, story board, etc.). For this part of the project, you may choose to use a different topic, but I highly recommend that you stay on topic.

Before beginning your group must decide on the follow:

• Claim/Argument/Topic
• Rhetorical situation (audience, genre, tone, context, etc.)
• Rhetorical appeals you will use

Important points to ponder:

• How large of an audience are you attempting to reach?
• Is your message being communicated ethically?
• Are you looking at other samples?

Upon uploading of your PSA in the Discussion Board, the class will do rhetorical analysis on your project.

Upon completion of your Buzzfeed Listicle, your group will present your creation to the class.

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).
Project 2 – In-depth Research of Topic

Introduction/Rationale

This project will be used to explore and develop research skills and your ethos as a researcher. You have the option of working in collaboration with one or two other students, or you may work alone. You/your group has chosen a topic and now you/your group will research this topic in depth. Each student/member of the group will have their own research question, but you will share sources, discuss these sources, and create a map, a visual artifact (exhibit), and an individual research paper. You will use your new rhetorical analysis skills to evaluate sources and websites, creating an on-going dialog with your peers about the validity and message of each source.

As your instructor, I will use this multi-layered project to assess your achievement across the following goals:

- to develop your ethos as a researcher
- to provide you with practice using collaboration of ideas
- to develop best practices of academic writing
- to develop a deep understanding of a topic
- to develop an argument/claim in order to persuade an audience
- to collaborate on rhetorical strategies
- to give you practice creating a multimodal display of your findings
- to give you practice writing a scholarly research article

Project 2A: Stormboard/Mind Map Source Map

Each student/group will create a Stormboard account or use any other way of creating a map. The purpose of the Stormboard/Map is to track sources, view how sources work together or against in the conversation, and to see how peers view/read with different perspectives (when working in a group. The map replaces the annotated bibliography for this class. You may, if you wish, make an annotated bibliography instead of mapping your sources. I highly recommend mapping as it is an excellent tool to learn how to use.

Continuing with your/group’s topic, each member will develop a research question. Research questions should strong and concise. They do not have to be the same as your peers. You will eventually be writing a research paper on your own, so make sure that you are researching something about the topic that you will enjoy because you will be spending a lot of time on this project. Using your individual research question, begin to find sources. Each source that you find will be placed in your Stormboard/Map page. You may copy the link or upload the article itself. As you build your source list, you will also use and review your peer’s sources (if working in a group). Each source should have a summary of the article/source and how it supports your argument.

Recommendations: If you do not wish to use Stormboard, you may use any mapping template that you find helpful. There are a number of free cites online that help you to map and Word has many chart
templates that you can use. No matter what medium you choose, you must be able to download the finished map and submit it for a grade.

Stormboards/maps must include:

- Individuals must have at least 8 sources
- Each source must have a summary and reason for using
- Make connections between sources that will help with your own argument
- Groups should attempt to talk about their individual research goals and how the shared sources will work for each person

Each group will upload their Stormboard/Map to the discussion board and discuss how the process worked for them.

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).

Project 2B: Exhibit of Topic

This assignment asks you to create an exhibit that displays your topic thoroughly. The purpose of the exhibit is to inform your audience of your topic and claims. This exhibit must be interactive and have a procedural intent – meaning that the audience must utilize your links and media in order to make their way through the exhibit. Alone, or if working in a group, you will decide on the rhetorical situation and medium. You/your group are in control of the exhibit and what is included (sources, pictures, memes, etc.). You must make sure that your visuals, links, and media files are active.

All displays will be uploaded to the Discussion Board.

Objectives:

- Identify rhetorical situation
- Research topic and organize material
- Understand visual and digital design rhetoric
- Maintain constant connection to your researched argument

This is an opportunity for you to explore many different types of platforms. You may make an Infograph, if you wish, but I would recommend finding a more elaborate platform to fully explore different modes of composing. You may use the following on-line platforms, or you can decide on a different way of digitally displaying your project:

https://www.artsteps.com/  This website allows you to build a virtual museum and share the link.

https://www.emaze.com/
There are many other websites that allow you to build museums and other types of presentations. I often build websites as presentation tools.

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).

Project 2C: The Research Paper (Completed individually)

Your individual research paper should make the reader feel like the argument you are making is reasonable and persuasive, supported by research-based evidence (a reason it is very important to be strategic with your choice and use of sources, to keep excellent notes on rhetorical analysis of sources, and to sketch out the conversation accurately).

You will integrate data gathered through your research into the conversation that you have already begun to identify in the early parts of this project. You will use the sources from your Stormboard/Map and you may decide to find more sources that tie more directly to your research questions.

After successfully completing this project, students should be able to:

Writing
- Use key course concepts (genre and rhetoric) to write effectively
  - You’ll practice demonstrating an understanding of the features of academic research writing and demonstrating appropriate use of rhetorical strategies for academic research writing
- Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.
  - You’ll practice working through brainstorming, drafting, response, reflection, and revision activities in class and for homework to develop ideas and refine your writing

Reading
- Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements and genre conventions in college-level texts and other media.
  - You’ll practice reading, analyzing, evaluating, and responding to sources, thinking about how they provide information and perspectives integral to a discussion of the topic.

Researching
- Conduct research by finding and evaluating print, electronic, and other sources:
  - You’ll practice using the library databases to identify relevant and sufficient resources for the project.
- Generate information and ideas from research;
You’ll practice articulating the conversation (be able to present a brief review of the literature), formulating a response to the conversation, articulating stance or argument

You’ll practice summarizing, paraphrasing, and quoting relevant information from sources.

- Appropriately integrate material from sources.
  - You’ll practice using MLA format to integrate in-text citations and a works cited page.
  - You’ll practice using academic writing conventions for introducing sources material and linking back to writer’s argument

In order to successfully complete this essay assignment, you will need to:

- Make a claim that is based on the claim types we read about in *From Inquiry to Academic Writing*
- Support your claim throughout your essay with examples and evidence gathered through your research methods.
- Identify and clearly target a specific academic audience with your writing, considering whether that audience is comprised of insiders or outsiders relative to your community of observation.
- You support your argument by successfully using your sources to support your claims.
- Conclude with avenues for further pursuit: is there an issue or tension you’ve discovered that needs to be further explored? A change you think should be made? More research that needs to be conducted to further pursue your questions?

Minimum Requirements (what you’ll turn in)

- This project requires that you submit a draft for Peer Review, a second draft for instructor comments, and a final draft.
- All drafts must be submitted in Word format – **ABSOLUTELY NO PDF FILES**.
- 1750-2000 word Final Researched Argument Essay (plus Works Cited)
- MLA Format
- Total of 8-12 sources that you have evaluated thoroughly

Grading: Grading is based on the work you do in your logs. Logs must be fully filled-out in order to receive full points for this project (see Grading Contract).

You may use this rubric to formulate the structure of your paper.

<table>
<thead>
<tr>
<th>Researched Argument</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Revise</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the beginning of the essay introduce the topic according to the conventions of the genre?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the beginning of the essay introduce or foreshadow the paper’s argumentative claim? (“I argue that…”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Body

Is there an appropriate use of secondary sources to develop a sense of the conversation surrounding the topic?

Within the paragraphs, are the sources used appropriately as evidence to support the main claim? Do the paragraphs work together to make the overall argument?

Conclusion

Does the writer discuss the significance and implications of the argument, according to the conventions of this genre?

Formatting (title, margins, spacing, font, page numbers, indentation)

Have the writers formatted their essay using MLA style (including in-text and end-text citations)?

Clear and Effective Writing

Has the essay been edited and polished for presentation?

Project 3 – Reflective Evaluation

The Reflective Evaluation is a 4-5 page essay in which you evaluate how well you have achieved the goals of the course. To do so, you must look back over the work you produced during the semester in order to find, cite, and discuss evidence of achievement in your labor logs and each of the four learning outcome categories (reading, writing, research, and reflection). It is critical that your Reflective Evaluation includes concrete examples that support your claims as well as ample discussion of how your work in the course shows what you have learned and what you are able to do as a writer.

While your discussion of achievements within the labor logs and with respect to ENG 1020 learning outcomes is perhaps the most important goals in the Reflective Evaluation, the written expression of these achievements can be strengthened when it is integrated into a broader narrative that describes where you are coming from, who you are, and your growth as a student. For example, you might discuss how you used the labor logs to keep track of your schedule, or
you might discuss how you learned and adapted various reading strategies from the course to meet your own needs, or you might describe how your ability to perform effective research increased due to a specific activity or lesson that was uniquely useful for you.

In sum, the Reflective Evaluation should make claims about your success with respect to ENG 1020 labor logs and learning outcomes and support these claims with compelling evidence of achievement in order to demonstrate what you have learned and what you can do as a result of your work in the course. In this way, a successful Reflective Evaluation will inspire confidence that you are prepared to move forward into your next composition courses and into the larger academic discourse community.

Assignment Prompt:

In this assignment, you will evaluate your growth as an English 1020 student, using your choice of experiences and work in the labor logs and your work on the projects to support your claims. You have completed close to 16 weeks of labor log entries over the course of the semester. These entries should give you many instances where you realized how you have progressed in the learning outcomes. In an essay of 4-5 pages, analyze the relationship between your ENG 1020 work and the course learning outcomes listed on the syllabus. Make an argument about what you have achieved from working within the labor logs and the learning outcomes by first citing specific passages from your essays and other assigned writings for the course and then explaining how those passages demonstrate the outcomes. Also, consider describing the process you used to complete this work and cite any entries from your labor logs to support your claims.

Specific Instructions:

• There is only one draft for this final Project, so read over these guidelines carefully and ask questions.
• Your main claim (or thesis statement) should identify specific characteristics that, in your view, represent your experiences and work in English 1020 and your labor logs.
• The body paragraphs of your essay should develop the essay’s main claim in more detail and also feature sub-claims (usually topic sentences) that are substantiated by evidence from your major assignments and experiences in this course. As you construct sub-claims and choose supporting evidence, you will develop your paragraphs by explaining how the work of inventing, composing, and revising assignments contributed to learning, growth, or changes in your writing habits.
• While your focus may be on your work in the Labor Logs, you should address all four learning outcomes. You may decide to emphasize certain outcomes more than others based on what seemed most important to your development this semester. In other words, while you must address the labor logs and all four learning outcomes, you may organize your discussion of the learning outcomes (and evidence) in whatever order best supports your main claim (thesis statement) in the essay.

In a nutshell, this assignment asks you to take a critical look at your work from this semester, and talk about it in terms your knowledge of yourself as a learner and thinker.
Formatting Requirements

- Assignments must be typed, double-spaced, in 12-point Times New Roman typeface, with one-inch margins. For this assignment, you may submit your paper in Word or PDF format.

- You may discuss your labor logs as a separate section, or discuss them within each Learning Outcome section.

- The body of the paper should have four sections with bolded headings. Use the headings Reading, Writing, Research, Reflection, Collaboration, and Multimodality to indicate which Learning Outcome you will discuss in each section. Although you must address all four outcomes, they do not need to be addressed in this order.

- The essay must also have a title that identifies the topic of the paper or previews a key point you make in your reflection. (In other words, avoid a generic title like “Reflective Essay.”)

Essay Organization

I will not give you an outline for this project. It is formatted as an academic essay. I recommend that you think about your topic sentences/claims first and then organize your paper in this way. Make an argument that builds logically and clearly for the reader.

Remember that you should address your labor logs and all of the learning outcomes, but you may choose which ones you emphasize. Your main claim (or thesis statement) should identify specific characteristics that, in your view, represent your experiences and work in English 1020.

Grading: Grading is based on how clearly and thoroughly you evaluate your work over the course of the semester. As stated in the Grading Contract, this project will raise your grade from a B to a B+, A-, A, or A+. The final grade will be determined by how thorough you are in evaluating your work and the actual writing of your essay.

**ENG 3050 Project Guidelines**

Project 1: Job Materials

Project 1A: Résumé and Job Application Letter

Introduction and Rationale

A well-designed and written résumé and job application letter are essential business documents that will prove vital to your career. In addition to having the practical purpose of helping to get you selected for an interview, both the résumé and job application letter demonstrate informed technical writing skills when properly designed and written. This project will strengthen your understanding and application of central course concepts (such as: readability, usability, and persuasion) and procedures (such as: reviewing, revising and testing).
Assignment Prompt
You will write a résumé and job application letter in response to a real, verifiable job opportunity.

- Job posting. Find an actual posted job or internship in your field for which you are, or will be, qualified. Copy or transcribe the text of this posting into a PDF, and submit this job ad with your résumé and cover letter. There are some good starting points for a job search here on WSU’s career services page.
- Résumé. Create an attractive, accurate, and scannable list of your credentials and contact information. This is a short-form resume.
- Cover Letter. Write an accurate and enticing cover letter which expands on the information presented in your résumé, but does not simply summarize that information. If possible, address your letter to the actual staff member doing the hiring at your company. Explain why you would be a good fit at the company you have chosen, describe what you can offer the company, and clarify how your education and experience support both assertions. Demonstrate that you have knowledge of the company, its operations, its mission, and (if possible) what you know about the specific projects, tasks and/or professional standards involved in the position you’re applying for.

Supporting Texts:
- Markel, Chapter 10

Minimum Requirements
- Proof of Job Posting - approximately 1 paragraph, cut-and-pasted into a PDF
- Résumé - 1 page, approximately 200 words
- Cover letter - 1 page, approximately 200 words

Due Date:
Grading: Labor-Log completion.

Learning Objective
You will learn how to make honest and aesthetically pleasing job search documents that are tailored to a specific position within a specific company.

Project 1B: Professional Website

Overview and Rationale
You will adapt your traditional 1-2 page print-format resume into a navigable digital résumé with enhanced content, such as graphics, images, or links to project examples and descriptions. This will help you begin establishing an online presence, and practice digitally integrated document composition. Even if your field doesn’t make strong use of online application materials, this project will help you think through how you represent yourself and your experience online.

Assignment Prompt
Revise your résumé in order to take advantage of webpages as digital technologies. Your online résumé must add functionality beyond paper résumé content, e.g. increasing navigability through hyperlinks, increasing visibility through Search Engine Optimization (SEO), or varying the
visual content in creative, professional ways. Be prepared to explain your composition, design, and accessibility choices. While it the minimum requirement is to develop your résumé as a webpage, you may also consider integrating a portfolio of relevant projects, with short paragraphs describing their value to your learning and to your audiences.

For support, study tutorials on pertinent websites like Google Sites, Wordpress, Weebly, or Wix. You may read and review existent online résumés for guidance.

Supporting Texts:
- Markel, Chapter 7

Minimum Requirements
- One online résumé

Due Date: September 20, 2020 by 11:59 pm.

Grading: Labor-Log completion.

Learning Objective
You will be able to adapt a traditional 1-2 page print-format resume into a navigable electronic document with enhanced content.
You will be able to use visual rhetoric effectively.

Project 2: Intranet/Usability Testing/User Text Memo

Introduction / Rationale
Most business/organizations have intranets that all employees/students/members use on a daily basis (WSU uses Academica). For this assignment, you will work collaboratively with your group to create a “mock” intranet. You will first create an organization, then you will plan/draft your intranet, and after your plans are finished, you will create your mock intranet on a free website platform.

Your intranet must be easy to use (user friendly) and created using the universal design method (meaning that it is accessible to all). Your website will be tested by another group from the class based on your usability test from P2B.

Assignment Prompt:
Create a usable mock-intranet that is usable/user friendly. You will work collaboratively with your group using the One Drive to keep track of all of your notes and design decisions. The One Drive is accessible to all WSU students, so it is the best choice.

After you and your group have chosen your mock organization, it is recommended that you visit some sites that are similar to the one that your group has created (or just examine Academica).
Create your website using any of the free platforms – Wix.com; Google sites; etc. In order for this to work collaboratively, you will need to sign-up using one email address and a password so that it can be shared between group members. After your site is complete. You will submit the link and your usability test (2B) to the instructor who will distribute it to your testers.

Minimum Requirements
  ● Actively collaborate with peers; creation of website.

Due Date:

Grading: Labor-Log completion.

Project 2B: Usability Testing

Introduction / Rationale
Usability testing is a technique used in user-centered interaction design to evaluate a product, in this case an online system, by testing it on users. This can be seen as an irreplaceable usability practice, since it gives direct input on how real users use the system. You will learn how to design and run usability tests.

The primary purpose of a usability test is to gather the data needed to identify usability issues and improve a website or app's design. Even the best web design and development teams can benefit from usability testing as the tests indicate trouble spots for users and the areas where they are getting stuck or confused.

Assignment Prompt:
Create your usability text in order to ascertain the ease by which someone can move through your design. Your test should have open-ended questions and directions that prompt the user to move through the website. Leave space at the end for recommendations.

Supporting Texts:
  ● Markel, Chapter 14

Minimum Requirements
  ● Usability test, 1-2 pages, minimum 8 questions/directions, variable word count.

Due Date:

Grading: Labor-Log completion
Project 2C: User Test Memo

Introduction / Rationale
An excellent way to evaluate the usability of a product or a technical document is to conduct a user test in which you give your draft to members of your target audience, asking them to use it in the same way that your target readers will use the final draft. In the workplace, user test reports are often presented in memo form.

Assignment Prompt
You will conduct a user test of your intranet. Then, compose a corresponding 2-3 page user test report memo. The audience for your memo is your fictional CEO/Board of Directors/Manager.

- User Test Memo. Compose an empirical report including the following sections.
  - Introduction: Remind readers of topic and target instruction audience
  - Objectives: Identify the objectives of your user test.
  - Method: Thoroughly, accurately, and persuasively describe test procedure and instruments, and user selection process.
  - Results / Discussion: Specifically, and in great detail, report test results. Include descriptions of tester difficulties and questions.
  - Conclusion: Describe test results and their consequences.
- Appendix. Include raw test data / data collection instruments from user tests.

Supporting Texts:
- Usability.gov

Minimum Requirements
- User Test - Analyze 3 users and record results using data collection artifacts / instruments. These will be returned to you by the instructor. This is a blind usability test, meaning that you will not know the test subjects.
- User Test Memo - 2-3 pages, discusses tester results.
- User Test Memo Appendix - 1 page per user, raw test data / data collection instrument.

Due Date:

Grading: Labor-Log completion.

Learning Objectives
You will be able to conduct open-ended, outcome-based testing, and to record the results in a usable manner. You will also be able to report test findings in professional memo format.

Project 3A: Collaborative Research Proposal

Introduction / Rationale
In many organizations, a formal research proposal (chapter 11), or a less formal research plan, is a necessary precursor to a full-length report, such as an informational report (chapter 12) or recommendation report (chapter 13). A research proposal is intended to help you:
• Find and articulate a problem that can be addressed with research (a problem as it exists for an actual group, company or organization)
• Develop patterns of inquiry with suitable research questions and methods,
• Discover your strengths and weaknesses as writers and researchers, so you can assign roles to budget your time and energy, and realistically manage your project expectations
• Formally plan your project's lifecycle for collaborating, drafting, sharing findings, getting feedback, revising and editing -- all of which should be established to the expectations of your team and instructor

Assignment Prompt

Proposing a research report is a problem solving activity. The research proposal is not meant to propose a final “answer” to a problem. Instead, it is a “promise” to someone that you have a plan to perform useful research and writing about a problem and its potential solutions.

“Discovering” a problem to research can be a challenge, and it often requires collaboration among instructors and students to get beyond “tip-of the nose” problems. Problems affecting Detroit and Wayne State are often a good place to start (you can take look at the board of governors’ meeting minutes or the WSU strategic plan), as well as problems related to the use or development of a technology affecting our fields, our institution or workplaces.

The research proposal is also a useful genre for your team as a guide intended to help you: (1) form as a team, (2) learn how to discover and analyze projects as ‘problems’, (3) articulate various research and writing strategies, and (4) establish standards for your work, which will be negotiated among team members and your instructor.

You can format your 3-6 page research proposal using Markel’s chapter 11 as a guideline, as this offers sound advice on types of research proposals (internal and external), meeting readers’ needs with a proposal, and the “logistics” of planning, drafting, revising and editing proposals. Markel suggests the following sections:

• Summary
  • An Overview of the Problem or Opportunity
  • The Proposed Program or Plan of Work
  • Qualifications and Experience

• Introduction
  • The introduction includes a strong draft of a problem statement, describing the problem or opportunity you will be addressing with your final report. Problem statements often take time to write well, and it’s possible that your team will significantly revise your description of the problem in upcoming weeks (some technical communications courses spend entire semesters working on articulating problem statements). Good drafts of problem statements show a high level of audience awareness, or a ‘reader-centered’ focus on the problem. In other words, they strive to articulate the problem from your reader perspectives (the readers of your proposal and/or your final
report) or stakeholder perspectives on the problem, and they include perspectives on the problem from primary and/or secondary research. You may also consider labeling or categorizing parts of the problem based on your current evaluation techniques (Markel, p. 296) or criteria for evaluating the problem (financial, sustainability, staffing, technological improvements, etc.). Problem Statements can include subcategories, such as “Criteria”, “Categories”, “Rearranged and Updated Problem Statements” (if the problem is following a recent report), or “Incomplete Problem Statements”.

- The introduction contains a Purpose and Audience Statement, which builds on what you learned in the course thus far, and in Chapter 4, to articulate the purposes and audience of your proposal and final report. You should also show understanding of your readers’ needs (Chapter 11, p. 298). You should also justify your choice the genre for the final report you planning to write (an informational report or recommendation report, chapter 12 and 13).
- The introduction contains, if appropriate: a background on the problem, a discussion of your key sources of information, the scope and organization of the remaining proposal, a discussion of any key words or technical terms.

- “The Proposed Program” or “Plan of Work”
  - This section offers a description of how you will gather and analyze research. It is the section where your readers will justify their decision about whether or not to support (or fund) your proposal. This section should include:
    - Some preliminary research results/findings
    - Some justification for why you are engaged in forms of inquiry, such as:
      - site work (visiting and observing a site or online activity)
      - interview or survey work
      - data analysis (finding and representing salient data)
      - word work (thorough study of concepts or technical terms)
      - source work (secondary research / library guides)
    - Some understanding of how this leads to appropriate primary or secondary research methods (with reference to Chapter 5), and a list of research questions (p. 83 – 84).

- Description of Qualifications:
  - Describes your relevant skills and past work, as well as each participant’s strengths and weaknesses, likely roles as writers and researchers, and any organizational or departmental resources you have access to.

- Budget:
  - If appropriate, this section specifies how much the proposed program or work will cost, or (often the case in this class) the budgeting of your time and resources in terms of your project's lifecycle for collaborating, drafting, sharing findings, getting feedback, revising and editing -- all of which should be established to the expectations of your team and instructor. This should include a timeline of dates and deliverables.

Supporting Texts:
• The research proposal (chapter 11), informational report (chapter 12) and recommendation report (chapter 13).

Minimum Requirements
• One 3-6 page research proposal composed as a team

Due Date:

Grading: Labor-Log completion.

Learning Objectives
By the end of this project, you will be able to prove your mastery the research proposal in terms of organization, and content (problem statements, purpose and audience statements, research methods, etc.). You will establish a working rapport with your group, negotiate standards for your research and writing, and you will be able to use this document to guide your research project.

______________________________________________________________________________

Project 3B: Research Report

Introduction/Rationale
Reports are one of the most common and important technical documents in the workplace and are often researched and written by teams. Reports provide information and recommendations in order to help organizations solve problems. A well-designed and written technical report is informative and persuasive, often to multiple audiences.

Assignment
Execute the report proposed in your proposal / research plan. Write this report for a decision-making, stakeholder audience, and a secondary audience of implementers.

Minimum Requirements
Total document length: approximately 16 - 23 pages, of which 12-16 are substantive, original content composed for the “body.” In other words, the 12-16 pages excludes front and back matter. Your report, either a research report or a feasibility report should include the following sections:

• Front matter
  o Cover page
  o Table of Contents
  o Table of Figures
  o Executive Summary
• Body
  o Components vary based on whether you compose a feasibility report or a usability report –those listed below are common to both
    • Introduction
Due Date:
Grading: Labor-Log completion.

Learning Objectives
You will be able to work with a team to produce a substantial research OR feasibility report incorporating compelling graphics based on ethically conducted and reliable research.

Project 3C: Research Visuals

Assignment Prompt:

Your research report is now finished, you will now create a visual presentation of that report. This can be done using any medium that you wish: Video, PowerPoint, Infograph, etc. This presentation will be submitted to Canvas in the Discussion Board and you will be graded on it based on your labor-logs the same way as everything else in this course.

The purpose of this final part of Project 3 is to gain experience in creating visual presentations. Think about your audience carefully. This requires that you maintain the fictional idea that you are presenting to your manager/CEO/Board – not other students or your instructor. Maintain your rhetorical perspective.

Project 4: Evaluation of Labor-Logs Memo

Introduction/Rationale-Make sure to watch the video for this Project.

At work, you will often be asked to account for your own performance on projects, or to account for the performance of others. Such performance reviews are often used to determine promotion and compensation decisions. In this assignment, you will be asked to make a similar assessment of your team's performance throughout this semester—including your own performance. You will also be asked to evaluate the Labor-Logs that you completed.
The purpose of this assignment is twofold: 1) to evaluate your own performance against the learning outcomes for ENG 3050, and 2) to identify opportunities for improving performance in future writing courses and in professional settings.

Assignment Prompt

For this assignment, you will write a performance review memo, or you may create a video/different multimodal project, assessing your performance, both individually and collaboratively, in ENG 3050 this semester. Your performance review should make explicit reference to the course learning outcomes and should be written with attention to the interests and values of your instructor. Your goal is to make an argument about the relative strength of your performance in this course and describe how the Labor-Logs functioned in your composing processes.

Your goal is to make an argument about the relative strength of your performance in this course. The recommended process for writing this argument is to spend at least an hour or two actively analyzing our cumulative work this semester and roughly drafting an argument that aims to:

1. assess (in writing) what each learning outcomes meant to you at different points in the semester and in distinct projects (for instance, noting what writing and designing meant to you in an initial application email, and what it meant in project 3), and
2. single out several core concepts, processes and experiences that specifically mattered to you in particular projects, workshops, exercises or assignments that helped you reach a specific learning outcome.
3. assess the Labor-Logs by detailing areas that worked for you and that failed to help you understand your processes.

After this preliminary analysis and writing, you should be better prepared to review student examples and apply the following outline to formalize your performance review memo. If you are choosing to create a video/multimodal memo, you will upload your preliminary notes too.

Use the following outline to conduct your performance review and draft your memo:

**Introduction** (1-2 paragraphs)
- Provide an overview of the topic of the memo and the points you will discuss in the body of the document.
- Orient the reader to the purpose of the memo and your main points or conclusions.
- Include a description of the learning outcomes you will be referring to throughout your memo.

**Performance Review** (1-2 pages)
- The body of this document will be organized around the learning outcomes and assess your overall performance on individual and collaborative projects. Throughout your
performance review, you should rely on concrete, specific details of your project work and your writing process(es) to support your analysis. Organize the body of the memo into four sections, using the learning outcomes as section headings: Writing and Designing, Reading and Analyzing, Researching and Documenting, and Using Technology and Media. Within those sections, be sure to address both your individual and collaborative performance:

- Individual performance: Assess your work on the projects completed individually in terms of how successfully you think each fulfilled the learning objectives for this course. How did your writing process(es) adapt to each of these writing situations? How would you change your approach to these projects now, if at all?
- Collaborative performance: Assess your work on the projects completed collaboratively in terms of how successfully you think each fulfilled the learning objectives for this course. How did your writing process(es) adapt to each of these collaborative writing situations? In what ways did you work to further the team’s success on these projects?

Conclusion (1-2 paragraphs)

- Argue whether your work this semester, both individually and collaboratively, met the learning outcomes for ENG 3050
- Identify two to three lessons, findings, or strategies drawn from this semester's work that you might apply to future writing projects, whether these lessons might be about your own performance or about making team performances more effective.

Minimum Requirements

- 2-3 pages; Single-spaced; Standard memo format

Due Date:

Grading: Completion of this project in a fully comprehensive way, will increase your grade by a whole point. If you completed all of the assignments over the course of the semester and are currently at a ‘B’ grade, your grade will increase to an ‘A’ after successfully completing Project 4.
# APPENDIX 3: ENG 1020 LABOR LOGS; ENG 3050 LABOR LOGS

*Labor Logs are Excel Spreadsheets – Copied into Word for formatting.

**ENG 1020 Labor Logs**

<table>
<thead>
<tr>
<th>Project 1</th>
<th>P1A-Details</th>
<th>P1B-Details</th>
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<tbody>
<tr>
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<tr>
<td>List the details of your organizing process.</td>
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<tr>
<td>How are you designing your work?</td>
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<tr>
<td>List any moves that you made that do not fit in a category above. What is unique about your own composing process?</td>
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</tbody>
</table>
List any distractions as they occur.

Total time spent - did you break the work up into different times. Be detailed here, please.

Did your project end up looking like you first imagined?

Did the feedback (from anyone) you received help you to think of ways to improve your project?

Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.

Suzie's Comments

<table>
<thead>
<tr>
<th>Project 2</th>
<th>P2A-Details</th>
<th>P2B-Details</th>
<th>P2C-Details</th>
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<tbody>
<tr>
<td>What are you doing during your prewriting strategies?</td>
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<td>Question</td>
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<td>What rhetorical considerations did you make? Think about this question and think about who your audience is.</td>
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<td>How are you building a logical argument?</td>
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**ENG 3050 Labor Logs**

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<tr>
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Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.

Suzie's Comments

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<th>Project 3</th>
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APPENDIX 4: SAMPLE OF COMPLETED LABOR LOG

Student D

<table>
<thead>
<tr>
<th>Project 1</th>
<th>P1A-Details</th>
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<tbody>
<tr>
<td>What are your prewriting strategies?</td>
<td>Before I start writing or even start coming up with ideas for how I am going to lay out my work I need to figure out what this work needs to reflect. In order to do that I need to understand what employers want to see out of a resume. Before writing I am going to do some research on what information resumes should convey and how they are layed out. This will give me a strong basis on which I can get started on planning out how I am going to write out my resume and cover letter.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>I started by creating a list of all of the things that I wanted to include in my resume. I decided to complete my resume before I started my cover letter. This is because it would create a strong basis for my cover letter to follow and reference. After creating the list I split the items up into sections, putting similar ideas together. From there I narrowed the list and sections down to what I needed to have. I used that to write a basic resume. From there I expanded by providing details. Once the resume was complete I started by creating an outline for my cover letter. I used the outline to decide what I wanted in which areas. It really helped me organize my thoughts. If I just went into writing either, it would've came out as messy and choppy. The outlines gave the pieces structure.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>I considered who was my audience. In terms of my cover letter it was the company that I would be applying to. This meant that I had to be specific and show them that I meet and exceed the requirements that they had put forth. I also had to convey my interest for the position and that I would be capable in completing any assignment given. When thinking about the resume, the audience is still the same however it is meant to be more generic. My resume would be passed between many companies. This means that it cannot be tailored toward one specific recipient or a certain type of job.</td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>In the past I have written a resume to apply to a job at Subway. When I wrote it I did not put too much effort into it resulting in a low quality resume. I got the job however, I was not proud of the work I submitted. That was my first time writing a resume and I learned many skills and lessons from that experience. I used what I had learned from that resume to create a basic structure for the one I just created. I wanted to make sure that this time the result would be something that really showcased what I can offer.</td>
</tr>
<tr>
<td><strong>How are you designing your work?</strong></td>
<td>For the cover letter I plan to split it into sections. The first section is meant to show why I want to be part of the company and why I want that position. It will also serve to introduce me. The body of the letter will go into more detail on how I meet the criteria set forth for the job. Doing this will show that I am qualified and have the skills to complete the tasks given. The last paragraph will serve as a conclusion. For the resume, I am splitting all my information into sections. Within each of these sections I will have the information that relates to the section header. This makes the resume very easy to navigate especially if employers are looking for a certain attribute that they want to know more about.</td>
</tr>
<tr>
<td><strong>List any moves that you made that do not fit in a category above.</strong></td>
<td>Other than the design for the actual structure for the resume, I made sure that it was easy to see different sections and main topics within them. This was done using color underlining, bold fonts, and different font sizes. This makes it even easier for employers to navigate through my resume. In the cover letter I made sure that each paragraph had a certain purpose and everything was spaced do that it looked organized and neat.</td>
</tr>
<tr>
<td><strong>List any distractions as they occur.</strong></td>
<td>I faced many self inflicted distractions while completing this assignment. I kept going on my phone and wasting time on it while writing the resume and cover letter. This wasted a lot of time. I think this was due to this being the first major assignment of the semester. I was not completely in the school mindset when I started it. I am also starting my own business and my team and I are trying to get our product out within the next two weeks. However, we are facing some major setbacks. I need to work on my focus on one thing as I spent a lot of time worrying about the product setbacks. Focusing on one thing would be more efficient. I also need to make sure that all things that could distract me are put away while I work.</td>
</tr>
</tbody>
</table>
| **Total time spent - did you break the work up into different times. Be detailed here, please.** | I spent about 15 minutes finding the job listing. I saw many results as soon as I searched for electrical engineering jobs, however I took the time to find something that really fit what I wanted to do. After finding a job listing I spent 10 minutes understanding everything that the employer wanted in a candidate and doing some research on what information should you put in a resume. I spent about three hours writing the resume and cover letter. This included my outlines for each. I think that the actual times that I worked on each of them was much less though as that time also includes times where I was supposed to be working but was distracted and doing something else. I also spent about two hours doing the labor-logs. This was because I had to redo it multiple times. I finished the complete thing once and went to save it but it wouldn't. I think it may be due to the system logging users out after a certain time. I had to open a new tab and start again. This time when I finished a section and went back to add more to it later. The excel sheet used what I was typing to completely replace what I had originally. This has happened before and can be
solved with a quick ctrl z. However, on the web version it seems this feature does not work as it only goes back to the point when you started making edits so you cannot access what you had before. Due to this I had to rewrite three sections again.

| Did your project end up looking like you first imagined? | In terms of format, my final product is similar to how I planned it out, however the information within it is a different story. I was not able to put in the amount of information that I had initially planned for. I really had to limit the number of things I included as well as how much I described them. I felt as if I didn't have enough space to get all my points across. I thought I had planned for it all to fit onto one page but the information had to be split up into order to keep everything organized. |
| Did the feedback (from anyone) you received help you to think of ways to improve your project? | I recieved feedback from my father. Before I started he made sure I had a strong understanding of what employers would be looking for while reading a cover letter and resume. This gave me a solid starting point as I knew what I needed. When I started writing I realized I had too many points I wanted to get across. I narrowed the list down as much as I could but he helped me finalize the list telling me how many of the things I had put were interesting but didn't need to listed. He made me understand that the resume just lets someone know what you have done and can offer. You can have brief descriptions of what you have done, but you talk about skills and experiences more in detail when you do an interview. |
Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.

When planning I wrote out all of the things that I wanted to include into my resume. I thought they were all points that needed to be included however, as I started to write I realized that I didn't have the space to include everything. I had to cut it down to what I thought was the most important for employers to see. I also had to change how I described each of my projects. I really wanted to go into detail but I had to force myself to explain the entire project in about two sentences. The labor-logs were interesting. I haven't done something like this before so it was interesting to reflect on my writing process. I think it was eye opening in some ways. I realized that there were many areas where I could improve my time management and found areas where I needed more planning before starting. However, I really was annoyed about the process I had to go through to complete them. But that is a problem due to excel and sharepoint not the actual logs.

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<tr>
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<tbody>
<tr>
<td>What are your prewriting strategies?</td>
<td>I need to start by figuring out where I am going to create my website. There are a few options so I will go with what I think is has the most capabilities. I also want to look at some other peoples virtual resumes. This will give me some ideas on layout and the information that is conveyed.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>I started by just drawing out how I wanted my site to look on a piece of paper. I put down where I wanted images and where information would go. On each page I put what I wanted each to focus on. This gave me a good idea of what information I would be needing to complete the site and how everything would be layed out. I changed the design a couple of times before I got a decent layout.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>I once again considered my audience for this part of the project. The audience is similar to who would be reading my resume. Companies would view just as they would my resume. That meant that it had to have all the information presented in a professional manner. Since it is a website, the information would be more spread out. That meant I could add things that didn't fit on my resume and have more detail explaining projects.</td>
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<td>Question</td>
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</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>I have created very basic websites in the past on weebly. This gave me a starting point to understand what could be done on a free website development software. I was able to use that in my planning processes and it made creating the website just a bit easier.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>I am designing my work to have three main pages. The website will open on a page that showcases a picture of me and a brief description of my personal brand. The second page will be an about section. This will contain all the information that a typical resume would. Within this section there would be a projects subsection. In this, there would be buttons taking users to the pages of the different projects that I have done. These pages will have pictures and descriptions of the projects. The last page will be for contacting me. I will have my email and linkedin available for the users to utilize.</td>
</tr>
<tr>
<td>List any moves that you made that do not fit in a category above.</td>
<td>I tried to make sure that everything I was putting on the site was well organized. I made sure to split information into columns. I also used different font sizes to separate between headers and the descriptions. I tried to use some color where I could just to give the website a little character and it also helped separate subsections in the about page.</td>
</tr>
<tr>
<td>List any distractions as they occur.</td>
<td>I didn't have too many distractions while working on this project. I worked on the project throughout a couple of days. One thing that bugged me was being on a roll but then having to stop because I had a class to attend. That was not really a distraction though. I improved a lot from the last project as I was able to complete my work with minimal breaks and wasn't constantly distracted by my phone. I still have to get my businesses product out so I had to manage my time well.</td>
</tr>
<tr>
<td>Total time spent - did you break the work up into different times. Be detailed here, please.</td>
<td>I spent about 30 minutes looking at website examples and setting up my account and site on wordpress. I then spent another 30 minutes creating designs for the website. I spent about 4 hours creating the website. I think about 15 minutes of that time was spent scrounging through my camera roll trying to find images of my projects. I spent about 30 minutes in total doing the labor logs.</td>
</tr>
<tr>
<td>Did your project end up looking like you first imagined?</td>
<td>My project did not end up looking like how I wanted it to. I was using a free version on wordpress. This really limited the things that I was able to do to customize my site. I wanted to add way more design elements however they were restricted. If I were to do this in the future, I will be using some other software. It was somewhat disappointing to see that I could not make it as appealing as I wanted.</td>
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<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td>I did not have anyone directly give me feedback. I did look at some of the websites posted in the discussion. They gave me some ideas on layout. I also got some inspiration on the elements I should have.</td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>I had fun doing this project. I have never made a professional website so it was a good learning experience. I also got to play around with website development softwares and learned a lot about their operation. The most difficult part was figuring out how to publish my site for free. The software I used tried trick me into paying at almost every step. They also really limited the features of the free version which was frustrating. I, once again, found the labor logs to be very helpful. They were a good way for me to understand how I was going about doing my work, such as planning and writing. It also made me think about the time I was taking to do things. I still find myself being able to manage my time better and the labor logs help me see that.</td>
</tr>
<tr>
<td>Project 2</td>
<td>P2A-Detials</td>
</tr>
<tr>
<td>What were your prewriting strategies?</td>
<td>Me and my group started by just thinking about what we wanted our mock organization to do. We had an idea about the overarching idea but needed to figure out what would be our focus. We are all engineering majors and we had decided that our organization would be about engineering as well. When creating the organization we also thought it would be a good idea for it to be a place to get information about different things within engineering. Before we started writing we worked out what kinds of information would we talk about and who would we make it for. We talked through a few options such as professionals and teachers before deciding that our website would be directed towards students.</td>
</tr>
<tr>
<td>How did you begin?</td>
<td>We began by figuring out the purpose of our website. It was going to be directed to students but we still had to decide what would it do for them. We were talking about different things when we realized that we all had some trouble figuring out which engineering field we wanted to choose for our major. There were very few resources that put every engineering major in the same place to easily view and compare important information. We then planned out what kind of information we wanted on our site. We created a list of all the things we thought were important. Then we decided on what to use to host our website.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>We started by creating a list of everything we wanted to include in our website. We wanted to make sure that we had everything we were going to put listed out before we started on the actual site. Once we had a list of information we split up which engineering majors each person in our group would be focusing on. We seperately did research on our topics and put them all on a word document. After we had all of our information, we had another meeting in which we went over the document and made sure we had everything we needed. We also decided on the site that we would use to make and host our site. We went through the set up process and then messed around with the appearance of the site for a while. After this we created a template which each page would follow. This will ensure that the website is consistent throughout and pleasing to the user.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>We had to consider who was our audience was. We were focusing our website towards students but that is still a very vague audience. We realized that when we were thinking about majoring in an engineering field we found that there were limited resources that allowed people to see important information about the specific major. Due to this we realized that we should focus on the students coming in from high school to college and deciding their major. We also decided to specifically focus on students coming to Wayne State. We included a list of classes required in order to graduating for each major. This will give students an idea of what they would be learning and may also prove useful for students switching majors as they may have already completed some requirements.</td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>For the last project I had created a website on wordpress. I did not like the capabilities of that website. It was very limiting unless you purchased the premium version. I talked to my group about this which led to us exploring wix. We ended up using that to make our website. Due to the websites I have made in the past it was easy to visualize the format of the site and where things needed to go. We all had to make a website for the last project and due to that we were able to navigate through the website part of this project with ease.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>We are splitting all of our information up into different tabs. There will be a home page that will just act as a nice landing space for users entering the site. On the home page there will be an about section. This will explain who we are and why we have created this organization. The reason for this section is to instill a connection between us and the students. They are more likely to use our site when they feel like we understand them and have been through the same situation so we will provide relevant information. We have created a new tab for each engineering major. Within the tab there will be a description, average salary, needed skills, and a career</td>
</tr>
</tbody>
</table>
Overview. There will also be a button taking students to a list of all the courses needed to graduate with a degree in that field of engineering.

<table>
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<tr>
<th>List any moves that you made that do not fit in a category above.</th>
<th>Along with a usable design we also needed to make sure that our website was visually appealing. We made sure to make the home page have a engineering feel to it. We did this through the background image. We also made sure that we used background colors that would be easy on the eyes. Along with that we also played around with fonts to give a distinction between titles and bodies. Overall, I think the design decisions make the website much more appealing to users.</th>
</tr>
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<tbody>
<tr>
<td>List any distractions as they occur.</td>
<td>When thinking about this project there are not any distractions that come to mind. I was very focused when during all the meeting my group had. While doing research and working on the website I also did not take any breaks. The only distraction was just changing songs occasionally.</td>
</tr>
<tr>
<td>Total time spent - did you break the work up into different times. Be detailed here, please.</td>
<td>Once our group was finalized, we had a meeting on zoom to talk over everything we wanted to do. In this meeting we created a list of the information we wanted to have and what we wanted our website to focus on. We also decided on what website builder we would be using. This meeting took about 45 minutes. We had decided that all our research should be done by the Sunday of that week. I spent about 30 minutes doing research and spent an additional 15-20 minutes figuring out all of the classes that each engineering major required. After this we had another meeting for about 40 minutes. Here we set up the website and started the design. We also created the template for how we wanted each page to look. After our meeting I spent about 35 minutes completing my part of the website. Once we had all finished our parts we had one last meeting which lasted about 10 minutes. Here we just went over everything to make sure it all looked good and then published the site.</td>
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<tr>
<td>Did your project end up looking like you first imagined?</td>
<td>The project ended looking very similar to what me and my group had envisioned. We had the site organized the way we had thought of and we also had all of the information that we wanted to give students. We had thought of added some resource links for each major. These would lead students to other resources related to that major. This could have helped them make a decision easier or learn some more information. However, this did not make it into our final product. We also had some more design ideas but we were unable to add them due to the limitations of the free website creator. Despite this, the final product is quite similar to what we had planned out.</td>
</tr>
<tr>
<td>How did your collaboration help or hinder your work?</td>
<td>Collaborating with the rest of my team was not at all a hassle. We all bounced ideas off of one another leading to some interesting ideas and concepts to be created. My group had a very similar vision for what we wanted the organization to be and how we wanted the ebsite to look. We also split up the work very evenly which made no ones work more stressful than the next person. I think a very important thing was that we came together and planned everything out together. We also wrote out ideas we were coming up with in a document. The planning together and the document made it much easier to complete our individual tasks as everyone was clear on what was needed for the site.</td>
</tr>
<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td>I didn't receieve outside feedback during this project. During our group meetings, however, there were many ideas thrown around and we went one by one thinking about if each was important for what we were trying to achieve with this website. We all helped to ensure that we got a strong result.</td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>I thought this project was interesting. It allowed me to expand my knowledge on website creation as well as group collaboration. This was the first time I have worked with a group completly online. Usually, I would have liked if our group had met in person to complete the project, but that is not possible due to the pandemic. It was a new experience for me but it all ran smoothly. The labor-logs provided a space for me to reflect on the entire project and think about what had been done. It made me better understand how I work and where improvements can be made.</td>
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<tr>
<td>What were your prewriting strategies?</td>
<td>Before I start writing I wanted to really understand what a utility test looked like. I started by looking at some examples, however I wasn't finding any that related to a simple website. The utility tests I was seeing were made more for professional websites. This was still helpful though as I got to see how they were organized and what kinds of things organizations were looking for in terms of feedback.</td>
</tr>
<tr>
<td>How did you begin?</td>
<td>I began by planning out what I wanted to include in this utility test. I needed to explain the website's purpose but I also wanted the viewers to understand why my group chose that purpose. I also planned out the outline for how I was going to describe the functionality of the site. I also started coming up with some questions that I could ask. I didn't end up with a long list though so I decided to think of them as I wrote the rest of the document.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>I started by creating an outline of how I would organize my utility test. In this outline I had section headers and then a few points underneath each. These points are what I would be expanding on when I was actually writing. They were just there to get my thoughts together on what I wanted to include.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>I had to consider that my audience this time would be more professional. Although the website is geared towards students, the utility test would not. I also had to consider the fact that this would be the first time the person conducting the test would be viewing the website. I had to make sure my instructions were as detailed as possible so they knew exactly where to find everything and how to move around. I also had to make sure the questions I asked would result in feedback that could be used to improve my site.</td>
</tr>
<tr>
<td><strong>Did you draw on any prior skills or writing processes as you worked on this project?</strong></td>
<td>I have never made a utility test before so this process was pretty new to me. Even though I have never had experience with one, the first two sections were pretty easy to write. The first section was just explaining the purpose and why we made the website. I have done papers explaining purpose before. I have also written instruction manuals before, which is what the second section was based off.</td>
</tr>
<tr>
<td><strong>How are you designing your work?</strong></td>
<td>I am organizing my document into three sections. The first section is going to serve to give an overview of the website. In this section, the purpose of the site and the reason why we decided on that purpose will be described. The next section is a guide on how to use the website. It will have a description of every page and tab that the website has. This gives the people using the site a strong understanding of where everything is located. The last section contains all the questions.</td>
</tr>
<tr>
<td><strong>List any moves that you made that do not fit in a category above.</strong></td>
<td>I made sure to include distinct section headers to ensure that viewers knew exactly what they were reading. They could also go straight to a certain section if they were looking for something specific. In the instruction section, I made sure that the titles of the tabs stood out. I did this by writing them in all capital letters. This makes it easier for viewers to find what information is in a specific tab. They don't have to read the full instructions to just find what one section entails.</td>
</tr>
<tr>
<td><strong>List any distractions as they occur.</strong></td>
<td>There were not too many distractions while completing this assignment. However, I just adopted a dog as a present for my sisters birthday. I had to keep checking to make sure he wasn't eating something he was not supposed to. Luckily, my sister was playing with him most of the time so I was able to finish my work.</td>
</tr>
<tr>
<td><strong>Total time spent - did you break the work up into different times. Be detailed here, please.</strong></td>
<td>I spent about 10 minutes researching what a utility test was and how they are layed out. I then spent another 10 minutes outlining what I was going to write for each section. I then spent about an hour overall to finish completely writing the document.</td>
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<td>Question</td>
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<tr>
<td>Did your project end up looking like you first imagined?</td>
<td>This project did end up like I first imagined. I knew that I wanted to divide my information in a certain way and that is how it was organized in the end. I also included all of the information that I needed. The only thing I hadn't really planned out was the questions that I was going to ask. Other than that the final product was like I imagined.</td>
</tr>
<tr>
<td>How did your collaboration help or hinder your work?</td>
<td>My group did not know that we were supposed to collaborate for this part of the project. Due to this, we ended up making individual usability tests. When we realized this was supposed to be a group effort we decided that we would read through each others and then put them create a new one that was a combination of all the ideas we had. This process was benifical as I got to see the work of others and compare it to my own to see some aspects of the test that I had not even thought about previously.</td>
</tr>
<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td>I recieved some feedback from my dad. I was pretty stuck after a few questions. My dad gave me some more ideas on what I could ask. This helped me a lot on overcoming the wall I was stuck behind. I was able to come up with the rest of the questions after this.</td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>Thsi part of the project was really interesting. This was the first time I wrote a utility test. It was actually pretty hard to come up with questions to ask. I was not really sure what would be effective questions or if something would return the feedback I wanted from it. The labor-logs were once again helpful. They gave me a opportunity to reflect on the work that I did and how I utilized my time. This is important so I can be more effective in the future.</td>
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<p>| Project 2 | P2C-Details |</p>
<table>
<thead>
<tr>
<th>What were your prewriting strategies?</th>
<th>Before we began writing we wanted to make sure that we had a clear understanding of what we needed to include. We did some research and looked at a few examples of user test reports. We all then came together and created a list of all the things we learned should be included in the report. From this we were able to come up with ideas for our report and create an outline for it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you begin?</td>
<td>We began by planning out what we wanted to include in this report. We need to explain the website and the utility test. We also had to show those reading this document how we tested the users and how the information collected from that would help us. Most importantly we needed to show the data collected by the tests and what they tell us about the site.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>We started by creating an outline with everything we wanted to have in the report. We decided what we would be talking about throughout the document and what information would go in each section. After we knew exactly what we would be writing we then each took a couple of sections to complete. After this we came back together to make sure all the information was consistent. We also made the document more aesthetically pleasing at this point by changing the appearance of certain aspects.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>We had to consider that my audience professional, just like the last part. Although the website is geared towards students, the utility test, and its user test report, would not. We had to make sure that everything was professionally written and organized. We also had to ensure that our conclusions were clear and to the point. We made sure that all of our information displayed the efficiency of the test and reflected on its results.</td>
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<td>Question</td>
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<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>I have never written a utility report. In the past I have written some papers that reflected on the data given by others. This was pretty similar as I was looking at how people responded to our website utility test and trying to understand their strances. I was then writing about how they felt and how our website met or failed to meet its goal.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>We split the document up into five main sections. The first section is an introduction. It reveals the purpose of the user test and provides some insight into why we created the website. The next section lists out our objectives. This is basically explaining what we want to get out of the test results. In the next section we explain the method through which we tested our users and explain all the information that they got.</td>
</tr>
<tr>
<td>List any moves that you made that do not fit in a category above.</td>
<td>We tried to make the document look appealing. When we started writing we noticed that everything just blended together. There was no clear distinction between different sections and even between the title of sections and their content. To make the document more appealing and clear we added different styles and sizes of fonts. We also added color to the headers to emphasize them. A reader could easily make out sections and jump to whichever one they wanted to read. The next section outlines the results that we got from the tests and what they mean. The last important section serves as a conclusion. It talks about the website and the testing and everything we have learned from it. It also reveals some areas we could improve on.</td>
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<tr>
<td>List any distractions as they occur.</td>
<td>I didn't face any distractions while completing this assignment. I stayed focused and finished all my work in one sitting.</td>
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Total time spent - did you break the work up into different times. Be detailed here, please.

My group had a zoom meeting in which we talked about all of our ideas and what we wanted to include. We spent the first 5 minutes talking about what we thought we needed for this part and doing some research on utility reports. We then created an outline for the document which took about 15 minutes. After this we all individually did our parts which for me took about 30 to 40 minutes. After this we all met again to ensure everything looked good before we submitted which took 10 minutes.

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<th>Project 3</th>
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<tbody>
<tr>
<td>What were your prewriting strategies?</td>
<td>Me and my group started by thinking about what we wanted our research paper to explore. We are all engineering majors and we were trying to find problems that we could explore in relation to that. We went through a bunch of different options from things related to our specific majors to overarching engineering topics. We also read through the requirements a couple of times to really understand what we had to include in a research proposal. We also looked at some examples online. Those two things combined gave us a pretty good idea of how it would be laid out.</td>
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<tr>
<td>How did you begin?</td>
<td>We began by figuring out the what problem our paper was going to explore. After a bit of research and many different ideas we agreed upon the problem created by the production of electricity. We found that though the world is becoming more and more reliant on electricity to reduce the impact on the climate, the electricity production industry continues to use fossil fuels offsetting the benefit. We decided to focus on researching renewable energy forms and trying to conclude what would be the best option to replace fossil fuels.</td>
</tr>
<tr>
<td>List the details of your organizing process</td>
<td>We started by creating an outline of the entire proposal. We decided what sections we would be including and what each of those would have in them. Once we had an idea of the sections, we went through each one creating a detailed outline of what we would be writing about. After we had the outline complete, we split up the sections and worked through them on our own. We saved the summary till we were finished with all of the other sections. Once they were done, we met on zoom, completed the summary, made sure everything looked good, and turned in the proposal.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>We had to consider that the audience for the proposal would be professional. The people reading this will be deciding whether or not to approve our research idea. We had to make sure that everything was professionally written and organized. We also had to ensure that everything was clear and to the point. To receive their support we needed to reflect that we know what we are doing and we are capable of handling the research that needs to be done.</td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>I have written a research proposal in the past, however, it was quite a while ago. I was able to use themes and ideas that I remember from that to guide my planning and writing process when working on this proposal. Other than that, the writing process of a proposal is somewhat similar to a persuasive essay where you must prove a point. In this case, my group was trying to prove that we are capable of conducting the research for our problem.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>Our proposal has five main sections. The document starts with a summary section. This section briefly outlines the problem that we are proposing to research and what we will do with the data collected. It also briefly goes over how we will conduct the research and what qualifications we have to do so. The next section is an introduction. It describes the problem in detail and why it has emerged. It also explains what we hope to be obtained by our research. The next section goes over our plan for how we will obtain data and how that data will be verified and analyzed. The next section explains why our group is qualified to do the research. It explains the resources we have available to us as well as any connections and past experiences that could be of value. The last section outlines how we will allocate the time for our research.</td>
</tr>
<tr>
<td>List any moves that you made that do not fit in a category above.</td>
<td>In our introduction, we tried to explain the gravity of the problem as thoroughly as we could. This was to ensure that our readers understood that this was in fact a problem and would feel as if something had to be done about it. This helps us connect to our reader and make our research feel more valuable.</td>
</tr>
<tr>
<td>List any distractions as they occur.</td>
<td>I did not face any distraction while completing the research proposal. My group met on zoom and completed most of the project in the meeting.</td>
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</table>
| Total time spent - did you break the work up into different times. Be detailed here, please. | My group spent about 15 minutes deciding what we were going to research. We then met on zoom and spent 1.5 hours creating an outline for each section of the research proposal. In that time we also did some preliminary research to understand if there were resources available to use. I then spent 1.5-2 hours writing the introduction, qualifications of myself, and summary. My group did another zoom meeting where we went over everything and wrote the remaining
<table>
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<tr>
<th>Did your project end up looking like you first imagined?</th>
<th>The project did end up looking like how I first imagined it. The entire proposal was professional and included all of the information we had outlined for the research proposal to include. The whole thing was very well organized and I think it is very close to how we envisioned it in the beginning.</th>
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<tr>
<td>How did your collaboration help or hinder your work?</td>
<td>Collaboration really helped in this part of the project. When writing the outline we bounced many ideas off of one another and that really helped each one of us understand what to do. It was also nice that I didn't have to do all of this by myself. While writing the outline we were worried about the time that this was going to take. However, once the outline was complete and we knew what we were going to write, splitting up the work and writing our own parts made the process simple and faster.</td>
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<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td>To make sure that we were writing a good research proposal, my group and I looked at a couple of examples and how-to's. Those were really important in helping us really understand how we were going to write our proposal and what kind of information we were going to include in it.</td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>I liked this project. I haven't written a proposal in a while and this project allowed me to touch up on those skills, and those are useful skill to have. Usually, I would have liked if our group had met in person to complete the project, but it all ran very smoothly. The labor-logs provided a space for me to reflect on the entire project and think about what had been done. It made me understand how I work alone and with others.</td>
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<th>Project 3</th>
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<tbody>
<tr>
<td>What were your prewriting strategies?</td>
<td>Me and my group started by realizing all the elements that go into a research paper. We used this information to understand everything that needed to be included and to start planning out how we would achieve that.</td>
</tr>
<tr>
<td>How did you begin?</td>
<td>We began by going over our research proposal and putting together any elements we already had. We then decided the main alternative sources of energy that we would focus on in the paper. From that list, we each chose sources that we found the most intriguing.</td>
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<tr>
<td>List the details of your organizing process</td>
<td>We began by creating an outline of the research paper. We layed out what we needed and organized them throughout the paper. Once the outline was completed we each chose different sources of alternate energy. These would be the sources that we would be deciding between when it came time for the outcome of the paper. We then researched our own sources and wrote out pros and cons. Once these were all complete we met up on zoom to go over our conclusions on each source. We then decided what was the best source for the United States to use. We wrote the conclusion together and the report was then complete.</td>
</tr>
<tr>
<td>What rhetorical considerations did you make?</td>
<td>We had to consider that the audience for the research paper would once again be professional. The people reading the paper would be looking to find unbiased information about each of the sources. They would also be looking for a clear conclusion from the research. We had to make sure that everything was professionally written and connected back to the main focus of our research.</td>
</tr>
<tr>
<td>Did you draw on any prior skills or writing processes as you worked on this project?</td>
<td>I have written many research papers before. The process I used for this paper was not so different from that of past papers. Research papers tend to follow the same structure of introducing your topic or issue, laying out the evidence, and then drawing conclusions from that evidence. My experience from the past helped me understand what needs to be included and how to organize the information.</td>
</tr>
<tr>
<td>How are you designing your work?</td>
<td>Our research paper opens with a cover page. This gives readers an idea of what the paper is about and who it is by. The next page is a set of tables of contexts. One is for all the information in the paper and the next is for all the figures we have included. The next page is a brief summary of what the paper includes and concludes. Readers can use this to get an idea of whether or not they want to read the paper which goes into much more detail. The next section of the paper is an introduction into the issue that we are researching. It explains the issue and how we researched. The main section contains all of our findings. This is broken into sub-sections of each alternative energy type. This section contains our research and lays out arguments for the pros and cons of each source. The next section is our conclusion. This sections evaluates all of the research done and decides upon which is the best source taking into account a number of factors. The last page contains the bibliography.</td>
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<tr>
<td>List any moves that you made that do not fit in a category above.</td>
<td>In our conclusion, we had to ensure that the argument we were making, for which is the best source, was extremely strong. We had to make sure that there was no bias, as this is a research paper, and that the readers understood exactly why that source was chosen as the best.</td>
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<tr>
<td>List any distractions as they occur.</td>
<td>I did not face distractions while completing this part of the project.</td>
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<td>Total time spent - did you break the work up into different times. Be</td>
<td>My group spent about 20 minutes getting the document laid out, with section headers, for writing and choosing the alternative energy sources we each would be researching. I spent about 1 hour combined doing research for both my sources of energy. I then spent 2-2.5 hours combined formulating the research into paragraphs. The zoom meeting where we went over each other's research and completed the conclusion took just over 1 hour.</td>
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<td>detailed here, pleases.</td>
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<tr>
<td>Did your project end up looking like you first imagined?</td>
<td>The research paper did end up looking like how I first imagined it. The paper was professional and very navigable. It also included very detailed information. The entire paper was a reflection of what was envisioned through our research proposal.</td>
</tr>
<tr>
<td>How did your collaboration help or hinder your work?</td>
<td>Collaboration was a beneficial part of this project. We were able to bounce ideas off of one another and help improve our work. Once again, it was nice that I didn't have to do the entire research paper by myself as it would have taken quite long. Once the research was complete, all we had to do was formulate it into presentable information. Splitting up the work and writing our own parts made the process simple and faster.</td>
</tr>
<tr>
<td>Did the feedback (from anyone) you received help you to think of ways</td>
<td>I didn't receive outside feedback during this project. However, during our group meetings, many ideas brought up. This helped to ensure that we got a strong result.</td>
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<td>to improve your project?</td>
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<tr>
<td>Your final thoughts on your process, what was most difficult for you</td>
<td>I really enjoyed this project. I was able to learn a lot about alternative sources of energy, which I am very interested in. The research paper was not difficult to write but it was helpful as it helped me work with and improve on my research skills. The labor-logs were a nice space for me to reflect on my work and help me understand how I went about completing the project.</td>
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<td>during this project, and how the labor-log worked for you.</td>
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<td>Project 3</td>
<td>P3C-Details</td>
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<tr>
<td><strong>What were your prewriting strategies?</strong></td>
<td>Before we began writing, we needed to figure out how we were going to present the vast amount of research that we had conducted. We decided on that would best be portrayed through a powerpoint. Once we figured out the platform of our presentation we were able to start planning out what we were going to include in it.</td>
</tr>
<tr>
<td><strong>How did you begin?</strong></td>
<td>After we decided that we would be making a powerpoint presentation, we decided upon how we were going set it up. We decided on a theme and just talked through everything we wanted to do with it and how we were going to get it done. We were also working on the research paper at this time so we had to figure out how we were going to complete both.</td>
</tr>
<tr>
<td><strong>List the details of your organizing process</strong></td>
<td>We started by creating a structure for our powerpoint. Here we discussed what we wanted to focus on and created sections within the presentation to represent these topics. We then wrote out a brief outline for each of the sections. We split up the presentation and each worked through our parts using the outlines we made together.</td>
</tr>
<tr>
<td><strong>What rhetorical considerations did you make?</strong></td>
<td>We had to consider that the audience for the presentation would be professional. The viewers need to get a strong understanding of the issue we are researching. They must also be able to understand our research and identify that it is legitimate. We also made sure that the viewers of the presentation knew at every point how what they were seeing at the time was connected to the research issue.</td>
</tr>
<tr>
<td><strong>Did you draw on any prior skills or writing processes as you worked on this project?</strong></td>
<td>I have made many presentations in the past. I was able to follow the same process as those. The experience from those helped me understand how to organize the information. I also remembered that you should not have too much information on each slide as that will just cluster up the presentation.</td>
</tr>
<tr>
<td><strong>How are you designing your work?</strong></td>
<td>The first section of our presentation is an introduction into what our research is trying to identify. The next section is a set of slides that explain each of the alternative sources of energy. This gives the viewers insight into the key findings of our research. The last section is a conclusion. It lays out the argument for which alternative source is the best for the United States.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>List any moves that you made that do not fit in a category above.</strong></td>
<td>Along with the organization of the presentation, we also made sure that it was aesthetically pleasing. We made sure that while the product remained professional it was also something that would not fly over the heads of the viewers.</td>
</tr>
<tr>
<td><strong>List any distractions as they occur.</strong></td>
<td>I did not face distractions while completing this part of the project.</td>
</tr>
<tr>
<td><strong>Total time spent - did you break the work up into different times. Be detailed here, please.</strong></td>
<td>My group spent about 10 minutes creating the powerpoint and dividing it up into sections. I then spent about half an hour to finish the sources I was to write about. We then met up to go over everything and turn it in. This took about 15 minutes.</td>
</tr>
<tr>
<td><strong>Did your project end up looking like you first imagined?</strong></td>
<td>The presentation did end up looking like how I first imagined it. It very efficiently conveyed the information we had in our research paper in a much smaller format. The presentation was laid out professionally and met every criteria we made for it.</td>
</tr>
<tr>
<td><strong>How did your collaboration help or hinder your work?</strong></td>
<td>Collaboration did not hinder my work in this part of the project. We did the presentation together and we were able to talk through everything we wanted to include and how to write out each slide. This made everything much easier to put together.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Did the feedback (from anyone) you received help you to think of ways to improve your project?</td>
<td>I didn't receive any feedback during this part of the project. However, my group had many meetings where we talked things through which helped me get my thoughts organized.</td>
</tr>
<tr>
<td>Your final thoughts on your process, what was most difficult for you during this project, and how the labor-log worked for you.</td>
<td>I liked this part of the project. I usually make stand-alone presentations but it was interesting to make a presentation based on a report. I haven't done that in a while. It was difficult to complete the presentation with the research paper but I was able to manage my time effectively and complete both. The labor-logs gave me a space to reflect on the entire project and think about what I could have improved on.</td>
</tr>
</tbody>
</table>
APPENDIX 5: GRADING CONTRACTS

Grade Contract
ENG 1020-Bristol

Please read over the contract below carefully and ask questions immediately if you have concerns. After you finish reading the contract, please type your name and date it. Then email the document to your instructor which will acknowledge that you understand and agree the grading criteria for the course.

In a college course, the syllabus acts as a contract between instructor and student, stating that students will complete a certain amount of work, to a certain level of quality, to receive a grade. In our class, instead of grading your final draft, your grade will be based on the work, or labor, that you do to reach your final draft. We will be using a grading system this semester that is based on the following behaviors that focus on the labor you do over the course of the semester in order to become a better writer.

1. Your presence in our online class – submitting comments to the Discussion Board.
2. Your attention to due dates and required revisions - all projects must be completed, revised, and due dates must be met.
3. Your attention to your process - Labor Logs (see below) must be completed – no exceptions.
4. Your attention and participation with your group. This class is based on collaboration (except when given permission to work alone) and you must work ethically and responsibly within your group.
5. Attend any mandatory conferences with instructor.

Completion of the 5 behaviors above and demonstration of composition skills and processes will result in a grade of “B” (above average). Determination of final grade will be based on the attached Final Grading Rubric (see below). In order to attain a grade higher than B (B+, A-, A), students must complete the extra assignment (Project 3). Project 3 must be completed thoroughly, and it is based solely on your labor logs and meeting the learning outcomes of this course.

Grades lower than a B (B-, C+, C, C-, D, F) may result if students do not fulfill this contract.

***All grades are final.

Student Name (printed)____________________________________

Date____________

Email this page to srbristol@wayne.edu
Labor Log Guidelines

Your labor logs are a documentation of your process of working through the assigned projects. The labor that you do is as important as the work that you produce. It is within your labor where you learn how to compose and where your individual processes show you the value of your work.

Each labor log will be found in the OneDrive as a shared Excel spreadsheet. Each log is broken down into weeks. When you open the labor log, go to the week that you are on and note the date and time. When you are finished working, estimate the amount of time that you spent working on that task and enter it into the “Time” location for that task. As you work through each week, evaluate your work, make notations in each column that details the work you did. Use the guidelines below to be very detailed in your labor log!

Below are the common column headings for each task:

Details-How did you work through the task?
- In this column, you will note the physical labor you are doing: reading, noting, marking, searching online, printing, organizing, etc.

Details-How did you think through the task?
- In this column, you will note the mental labor you are doing: thinking through your reading, trying to understand a concept, organizing your thoughts, evaluating your decisions (thinking rhetorically).

Details-Outcomes of Task
- In this column, analyze the labor you have done to complete the task. For instance, you might have noticed that you spent 20 minutes considering your audience for this project, and that was more time than you spent on any other part of your process. Consider why this happened.

Issues, Concerns, Solutions
- Note any problems you had while completing a task. You can ask questions, voice concerns, and note the solutions. Make sure you are noting how you solved problems/issues.

Collaboration
- In this section, which is directly under each task, make notes of the work you and your group did. How did you split the labor? Who did what? How did you work out issues? What problems did you face? Note anything where you think that labor/work was done.

Student Wrap-up

At the end of each project, you will do a quick analysis of your labor log and evaluate how it worked for you. As the instructor, I will also make notes, answer questions, and give advice. These final two sections are where we can decide if we need to meet and discuss any issues; if you are not completing the labor log fully, I will remark in this space. (Watch Video)
Final Grading Rubric

Below is the final grading rubric. If you attended class regularly, finished all of Projects 1 and 2 on time, completed all labor logs fully, participated ethically and responsibly within your group, and attended all conferences/meeting with your instructor, you will receive a B grade.

<table>
<thead>
<tr>
<th>Requirements that must be met for a grade of B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Regular presence online.</td>
</tr>
<tr>
<td>2- All projects must be completed, revised when required, and turned in on time.</td>
</tr>
<tr>
<td>3- Labor Logs (see below) must be completed – no exceptions.</td>
</tr>
<tr>
<td>4- Participation in your group. This class is based on collaboration (except for the final Project) and you must work ethically and responsibly within your group.</td>
</tr>
<tr>
<td>5- Attend any mandatory conferences with instructor.</td>
</tr>
</tbody>
</table>

***Attaining a grade of A, A-, B+ can only be done through Completion of Project 3.

Below is the Completion of Labor Logs chart, Projects, and Discussion Boards:

<table>
<thead>
<tr>
<th>Project</th>
<th>3- Complete - filled in completely with descriptive notes.</th>
<th>2- Partial - filled in but lacking in detail.</th>
<th>1- Missing - no notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1B</td>
<td></td>
<td></td>
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<tr>
<td>P1C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>P2B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Boards (13) 1 point each</td>
<td>Completed all</td>
<td>Completed 12-7</td>
<td>Complete 6 or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>4-5 pages and a clean draft (A) following guidelines</th>
<th>3-4 pages with minor errors (A-)</th>
<th>Less than 3 pages and in rough draft shape (B+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P3- your grade will be determined as follows assuming you have a B grade.</td>
<td>3-4 pages with minor errors (A-)</td>
<td>Less than 3 pages and in rough draft shape (B+ or less)</td>
<td></td>
</tr>
</tbody>
</table>

Make sure to watch the video on grading and labor logs to completely understand the process. Your final grade is based on an average of P1, P2, and Discussion Board totals. Once the average is found and the final grade determined, P3 will increase this final grade follow the above rubric.

Grade Contract
ENG 3050-Bristol
Please read over the contract below carefully and ask questions immediately if you have concerns. After you finish reading the contract, please sign, print, and date it which will acknowledge you understand and agree to the grading criteria for the course.

In a college course, the syllabus acts as a contract between instructor and student, stating that students will complete a certain amount of work, to a certain level of quality, to receive a grade. In our class, instead of grading your final draft, your grade will be based on the work, or labor, that you do to reach your final draft. We will be using a grading system this semester that is based on the following behaviors that focus on the labor you do over the course of the semester in order to become a better writer.

1. Your presence in our online class – submitting comments to the Discussion Board.
2. Your attention to due dates - all projects must be completed, and due dates must be met.
3. Your attention to your process - Labor Logs (see below) must be completed – no exceptions.
4. Your attention and participation with your group. This class is based on collaboration (except for the Projects 2 and 3) and you must work ethically and responsibly within your group.
5. Attend any mandatory conferences with instructor.

Completion of the 5 behaviors above and demonstration of composition skills and processes will result in a grade of “B” (above average). Determination of the final grade will be made during a scheduled conference with the instructor during the last week of the semester.

Determination of final grade will be based on the attached Final Grading Rubric (see below). In order to attain a grade higher than B (B+, A-, A), students must complete the extra assignment (Project 4).

Grades lower than a B (B-, C+, C, C-, D, F) may result if students do not fulfill this contract.

***All grades are final.

Student Name (printed)____________________________________

Date_____________

Email this page to srbristol@wayne.edu

Labor Log Guidelines
Your labor logs are a documentation of your process of working through the assigned projects. The labor that you do is as important as the work that you produce. It is within your labor where you learn how to compose and where your individual processes show you the value of your work.

Each labor log will be found in the OneDrive as a shared Excel spreadsheet. Each project is broken down into tasks. When you open the labor log, go to the task that you are on and note the date and time. When you are finished working, estimate the amount of time that you spent working on that task and enter it into the “Time” location for that task. As you work through each task, evaluate your work, make notations in each column that details the work you did. Use the guidelines below to be very detailed in your labor log!

Below are the common column headings for each task:

Details-How did you work through the task?
- In this column, you will note the physical labor you are doing: reading, noting, marking, searching online, printing, organizing, etc.

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Issues, Concerns, Solutions
- Note any problems you had while completing a task. You can ask questions, voice concerns, and note the solutions. Make sure you are noting how you solved problems/issues.

Collaboration
- In this section, which is directly under each task, make notes of the work you and your group did. How did you split the labor? Who did what? How did you work out issues? What problems did you face? Note anything where you think that labor/work was done.

Student Wrap-up

At the end of each project, you will do a quick analysis of your labor log and evaluate how it worked for you. As the instructor, I will also make notes, answer questions, and give advice. These final two sections are where we can decide if we need to meet and discuss any issues; if you are not completing the labor log fully, I will remark in this space. (Watch Video)

Final Grading Rubric
Below is the final grading rubric. If you attended class regularly, finished all projects on time, completed all labor logs fully, participated ethically and responsibly within your group, and attended all conferences/meeting with your instructor, you will receive a B grade.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Presence online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All projects must be completed, and due dates must be met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Logs (see below) must be completed – no exceptions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in your group. This class is based on collaboration (except for the final Project) and you must work ethically and responsibly within your group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend any mandatory conferences with instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Attaining a grade of A, A-, B+ can only be done through Completion of Project 4.

Below is the Completion of Labor Logs chart:

<table>
<thead>
<tr>
<th>Project</th>
<th>3-Complete - filled in completely with descriptive notes.</th>
<th>2-Partial - filled in but lacking in detail.</th>
<th>1-Missing - no notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final grades in Canvas will reflect the following:

- Discussion Boards: 8 points (1 point each)
- Grade of B: 3 points (per project)
- Grade of B-: 2 points (per project)
- Grade of C+: 1 point (per project)
REFERENCES


Reflection Processes.” Bridging the Multimodal Gap: From Theory to Practice. S. Khadka and J.C. Lee (Eds.), Utah State University Press. 87-104.


McGrath, Laura. (2010). “Negotiating Access to new Media: A Framework for Faculty and Other Stakeholders.” *RAW: Reading and Writing New Media*. Cheryl E. Ball and James Kalmbach (Eds.), 305-322.


ABSTRACT

LABOR LOGS IN A MULTIMODAL CURRICULUM: REVEALING VALUABLE ASSESSMENT PRACTICES IN TECHNICAL COMMUNICATION AND FIRST-YEAR WRITING COURSES

by

SUZETTE BRISTOL

May 2022

Advisor: Dr. Adrienne Jankens

Major: English (Rhetoric and Composition)

Degree: Doctor of Philosophy

This project discusses the creation and implementation of labor logs in multimodal curricula in two levels of writing courses and how these labor logs support students’ development of meta-awareness through reflection-in-action (Yancey, 1998). Labor logs create a space for students to focus on in the moment recognition, or monitoring, of what takes place as they work through a project (VanKooten, 2016; Trimble and Jankens, 2019). By turning the focus of labor-based assessment (Inoue, 2019) to multimodal projects, this project clarifies the work that labor logs and multimodal pedagogies do in first-year writing and technical communication courses: indicating for students a connection between all modes of composing and revealing to them the nature and the value of what they do while composing. Qualitative evidence from two IRB-approved studies is used to accomplish two main aims: to understand how labor logs indicate meta-awareness of composing practices and rhetorical sensitivity of the student, and finally, how labor logs can be used as a tool for various assessment practices. The analysis of students’ labor logs in technical communication and first-year writing courses shows students heightened awareness of individualistic methods of composing and demonstrating a
process of evaluation that is clear to the student and the instructor. This project makes a significant contribution to scholarship on assessment practices in multimodal pedagogies and antiracist assessment ecologies.
AUTOBIOGRAPHICAL STATEMENT

Education

Ph.D., English (Rhetoric and Composition), Wayne State University (expected May 2022)


B.A., English, Wayne State University (2016)