

OVERVIEW PAPER

WRITING #1.0

SYNOPSIS OF TASK:

One requirement of research writing is the ability to read, comprehend, and then interpret the ideas of other scholars on an issue to your readers. Thus, I'd like you to get some experience doing just that in this first paper. For this assignment, then, select *any four of the articles listed below* and write a three- to four-page paper that "overviews" and then (briefly) comments on what the writers say.

By "overviewing," your paper will summarize essential points made by the writers and connect (compare, contrast) those points. For your "commenting" in the paper, I would prefer that you leave evaluative remarks until the end, utilizing your conclusion for any and all such thoughts and statements. Besides calling on you to practice summarizing and connecting, the task should also stretch your abilities to practice some other research-related functions such as paraphrasing, quoting, and documenting.

READINGS:

"Boys to Men: Messages About Masculinity" – *Children Now*

"Analyzing Ethics in the Administration of Interscholastic Sports" – Whisenant, Pederson, and Clavio

"The Glass Ceiling on the Playing Fields Report Card III" – Kennedy

"Seeking Simple Rules in Complex Gender Realities" – Dreger

"Cheerleaders/booth babes/Halo Hoes: pro-gamming, gender and jobs for the boys" – Taylor, Jenson, and Castell

SPECIAL FEATURES OF THE TASK:

Probably the most difficult part of your task for this paper will be the connections you make among the articles you choose. All of the articles propose an argument, which means that they have certain "themes" or "points" or "premises" upon which the argument is based. As you prepare your overview paper, you will want to look for these themes/points/premises and, in particular, to look for places where all four writers are talking about the same sub-topics. Although you will need to reproduce accurately what is in the articles, your paper's real success lies in how insightful your connections are among the themes/points/premises of the four articles.

AUDIENCE:

As for all writings this semester, Writing 1.0 is to be written for the rhetorical context of the freshman composition community at TSU: other students and 112 teachers. Therefore, assume that these readers have not necessarily read the articles you are writing about. This means that the paper will have to background and clarify the article-contents as it goes along.

COMPOSING PROCESS:

As you work on this paper, apply the process principles you learned in English 111 and then add new ones we have been working on in this class: read articles carefully; mark the margins of the articles within the context established by the assignment; translate your marginal comments and markings to notes; invent tentative points; prepare a first draft; concentrate on a constructive revision; edit and proofread before turning in your paper.

Due: Friday, September 24.

EVALUATION CRITERIA:

As I evaluate your paper, I will be asking myself the following questions:

1. Does the paper address the task of the assignment? – Does it provide an overview of the authors' thoughts on the issue at hand while keeping the writer's comments separate from the discussion?
2. How insightful, original, well-developed, complete, and clear are the connections that the writer makes among articles?
3. How well does the paper maintain a persona who explains and interprets the contents of the articles?
4. Is the focus of the paper on overviewing the articles rather than on the subject matter itself?
5. How well are sources referenced: Are quotations used well? Are they integrated with surrounding text? Do they function with paraphrases, summaries, and clarification materials? Are paraphrases really paraphrases and not plagiarism?
6. How well is the paper organized: overall? at paragraph levels? from sentence to sentence?
7. How clear and fluid is the writer's style? Is it easy to read? Are there awkward or cluttered parts? Is the style appropriate for an academic audience?
8. How well does the writer control print-mechanics: grammar? usage? punctuation? spelling?