ENGL1105 Project #2: Reading Spaces

Overview

Students just don't read anymore. Have you heard this? I have. Whereas the literacy narrative in project one focused on your engagement with literacy in the past, project two focuses on the *now*, specifically your present engagement with reading as a college student. It will also ask you to wrestle with questions about what constitutes "reading" as well as where, when, how, and why you read. In completing this project, you will have a stronger understanding of your reading habits and your identity as a reader that will support you in taking on new reading challenges during college and beyond.

Part One:

Think about what reading looks like in your life. When we think of reading, most of us think of novels or articles, but what about skimming a textbook for class? Is scrolling through Youtube comments reading? Is looking up song lyrics reading? Think about how you absorb information and from what channels. Address this question in your project: What is reading to you?

Part Two:

Consider the rhetorical spaces of reading. Where do you like to be when you want to read for fun? Where are you most productive when reading for classes? Do you like to read on a screen, or would you rather have a physical or paper copy? How long do you read for in one sitting? Do you ever move while reading, or bring a book to the gym to read while you work out? Do you listen to music to concentrate, or do you need absolute quiet? How do you take notes on your readings? Do you use pen, pencil, highlighter, sticky notes? Think about how you work best and most productively, and tell me about why and how you think this is true. In order to write part two, you might keep a reading log for a couple of days that details when, where, and how you are reading. **Address these concepts in your project: Where do you locate yourself while reading, what are your reading habits, and why are they important to you?**

Part Three:

In order to support this paper with some hard evidence, I'd like you to gather **10 items** that you have read so far this semester. They can be novels, textbooks, articles, newspapers, advertisements, letters, emails, Twitter (X) threads, sheet music, etc.
- Print out anything digital, then arrange all of your materials in a physical space, and take a photo of them.

- Choose a rhetorically meaningful space, somewhere that matters to you (your residence hall, your favorite study space in a café or the library, under a tree outside, etc.).
- Arrange the items with a rhetorical purpose (spell out a word, construct a pattern, make a symbol, etc.).
  - Be creative with your layout and enjoy this part of the project—have fun with space and form (remember that rhetoric is also visual).
  - This is a type of reading landscape that is made up of what you've read and where you might have read it; it is completely your own.
- Once you've photographed your personal reading landscape, **explain what your 10 items are, why you chose the setting and the arrangement for your materials, and, finally, how these items represent what reading is to you and/or your developing identity as a reader.** (You will include the photo in your project).

Formatting

- Compile your answers to the questions above in **paragraph form** (feel free to break up your paragraphs into parts 1-3, OR keep them connected in a cohesive essay format).
  - There are many possibilities for organizing and presenting this essay. If you have questions about how to best present your responses, meet with me to explore your ideas.
- Be between **1250-1500 words.**
- Include a **photo of your ten items**.
- Have a **creative and fitting title**.
- Use **purposeful** punctuation, grammar, and syntax to enhance your essay.

Due Dates

- A list of your 10 sources is due ___.
- A half-draft of at least 750 words is due on ___.
- A final draft of 1250-1500 words should be submitted on ___.

So What Do You Need to Do?

At a minimum, you must include:
- **Answers to Part 1 and Part 2 and an explanation of Part 3.**
- **MLA formatting.**
- **Proper paragraphing.**
- **Purposeful punctuation, grammar, and syntax.**

Grading

Project 2 has a total of 200 points available.

List of Sources - 25 points (graded on completion)

- 9-10 sources = 25 points
- 7-8 sources = 20 points
- 5-6 sources = 15 points
- 3-4 sources = 10 points
- 1-2 sources = 5 points
- 0 sources or no submission = 0 points

Half-Drafts - 65 points available

Lateness Clause:

- Projects will be deducted by 5 points for every 1 hour they are late.
- Projects not submitted by 6 hours after the deadline - without prior approval of an extension - will automatically receive a 0.

58 - 65 points:	- Answers parts 1 and 2 - Includes the list of 10 sources - May be the picture or the written list. - Thoughtfully engages with the prompt and reflects on what reading means to them. - Has a minimum 750 words
50 - 57 points:	- Answers part 1 and part 2 - Includes the list of sources, may be 7-9 - May be the picture or the written list - Engages with the prompt on a surface-level: answers the questions but may not reference sources or provide evidence - Has a minimum 750 words
42 - 49 points:	- Answers part 1 only - Includes a list of 4-6 sources - May be the picture or the written list

	● Barely engages with the prompt; does not show active thinking about the concept of reading ● Has between 600 - 750 words.
34 - 41 points:	● Somewhat answers part 1 ● Includes a list of 2-3 sources ○ May be the picture or the written list ● Rarely engages with the prompt; writing does not relate to the questions in the prompt ● Has between 600 - 750 words.

33 points or less:	● Automatic 0 points:
	   ○ No submission after 6 hours
	● Between 1 - 65 points:
	   ○ Has less than 2 reading sources included in their draft
	   ○ Has less than 600 words

Final Drafts - 110 points available

Lateness Clause:
- Projects will be deducted by 5 points for every 1 hour they are late.
- Projects not submitted by 6 hours after the deadline - without prior approval of an extension - will automatically receive a 0.

For an A, you must complete the following:	+ 5 points: Come to my office hours to discuss the project or draft + 5 points: Complete a 500 word reflection on the unit and writing process *after* submitting your final draft
For a B (87 - 100 points)	● Includes all required sections and fully answers the questions of each. ● Includes a picture (or pictures) of 10 sources ● Thoughtfully engages with the prompt and reflects on what

	reading means to them. ● Has a minimum 1250 words
For a C (77 - 87 points):	● Includes all required sections ● Includes a picture of 7-9 sources ● Engages with the prompt on a surface-level: answers the questions but may not reference sources or provide evidence ● Has between 1000 - 1250 words
For a D (66 - 76 points):	● Includes all required sections ● Includes a picture of 4-6 sources ● Barely engages with the prompt; does not show active thinking about the concept of reading ● Has between 1000 - 1250 words.

For an F (65 points or less):	● Automatic 0 points:
	   ○ No submission after 6 hours
	● Between 1 - 65 points:
	   ○ Has less than 4 reading sources in their project
	   ○ Does not include 1 or more required sections
	   ○ Has less than 1000 words