**Portfolio Response Invention Workshop**

**A. Defining Interests**

Interests may arise from our readings, from our individual research and experiences, and from our conversations in class.

***WRITING & THINKING PROMPTS:*** Take five minutes to write about your current interests and/or questions with regard to **[fill in your inquiry].**

* 1. Jot down three specific things from the readings that most interested you.
  2. What assumptions did you have about **[the inquiry]** before starting WRT 205? In what ways have those assumptions shifted, or been complicated, or been updated as a result of our readings, your writing, and our class work?
  3. What did you read that intersected with your prior experiences? What ideas in the texts surprised you, and why?

**B. Developing a Claim**

A claim is a new idea that arises from the intersection of **[fill in your inquiry]** and some particular aspect of the inquiry that interests you. In this case, your claim—your new idea about the inquiry—can emerge from your review of your critical summaries and flashpoints. You might consider the following statement as a starting point for generating a claim: “These readings have pushed my thinking about **[the inquiry]** so that I can now say something I could not say before these readings. I am coming to understand the relationship between **[the inquiry]** and X in *this* way.”

***WRITING & THINKING PROMPTS:***

* 1. Identify two essential flashpoints and place them in a conversation. How do the writers’ ideas overlap, or diverge, or build on each other? What do you *see* across the two flashpoints? This juxtaposing of flashpoints may help you on your way towards your own claim.
  2. Compose two different sentences about **[the inquiry]** that are more than just statements of fact, that transcend the obvious—sentences that encourage you and your reader to consider something new, or different, or complicated or provocative about **[the inquiry].**

1. **Building Research Questions**

Research questions help us sharpen our interest and simultaneously open up a particular facet of the inquiry for further investigation. Be careful not to introduce research questions that are too broad, as they often lead to dead-ends. Some examples of overly broad questions include:

**[provide examples of overly broad research questions specific to your inquiry]**

***WRITING & THINKING PROMPTS:***

a. Why do you think I chose the four readings I did to launch the inquiry in unit 1? What issues and

questions did those texts raise? What connections did each writer make? What cultural or social

tensions did each writer explore?

b. What kind of Boolean key terms have you already used to locate a source, and what other key terms might you consider drawing on in a source search?

c. Review the unit readings, and compose versions of research questions that you think might have

guided the writers.

d. Craft a research question, using the terms you generated in prompt b., that is specific and

identifies a potential research focus for Unit 2.