

# Writing Project 2: Ethnography

## Background and Overview

For Writing Project 1, you examined a ritual, practice, behavior, or habit (what we will generically refer to as a “cultural phenomenon”) in your personal life to better understand your cultural identity, relying on the conventions of autoethnography to write about it from a first-person perspective. In many ways, you crafted a narrative (or story) that explained how and why this cultural phenomenon defined who you are as an individual.

For Writing Project 2, we are going to ask you to look beyond your own identity to the identity of a larger cultural group or community to which you belong. We are all a part of multiple, different, sometimes even contradictory cultural groups or communities: through our families, we might be connected to a specific ethnic or racial community; our religion might connect us to another community; the music we listen to might connect us to another group; sports activities might connect us to yet another community. This assignment asks you to choose one of these groups or communities to which you belong and to investigate it.

You will investigate this group or community in order to inform others about what these cultural phenomena suggest about the community and its values, beliefs, and practices. This will give you and your readers greater insight into how the group or community understands and defines its own identity. As an insider, you may think you already know your community well. However, one of the goals of the project is to challenge your own preconceptions and reflect more deeply on what defines this group. To this end, you will engage in research as a participant-observer, meaning you will engage in primary research—interviews, observations, and field notes—to understand this cultural phenomenon from the inside out.

## Requirements and Deliverables

1. In your essay, you should include a narrative structure that tells the story of how you conducted your research.
2. You should summarize, explain, and discuss the results of your close, detailed observations and field notes in a way that is understandable to your readers.
3. You should also summarize, explain, and discuss the results of your interview(s).
4. Drawing upon your observations, field notes, and interview materials, your essay should present your reflections and insights on the community or group you have researched. Your primary insight should derive from your synthesis of the data you have accumulated: your observations, field notes, and interview materials. You should discuss this material at length, explaining how it supports or frames your insight, what it suggests about the role of specific beliefs, values, and practices in defining the community, and drawing conclusions about why and how the community defines itself.

5. Your essay should be organized in such a way that a reader can follow your thinking and reasoning from paragraph to paragraph and within each paragraph. Your primary insight should help to structure the essay for the reader.
6. You should include 2-3 multimodal elements such as photographs (of the people, sites, activities, and artifacts that you have researched), hyperlinks to relevant materials, clips of audio or video from recorded interviews, and so forth. You must make sure that your reader understands why you are including these elements and why including them enriches your piece of writing. Consider what media beyond text might reinforce your main idea to readers, convey in another way the significance of your autoethnography, and/or appeal to your readers from a different register.
7. Your completed essay should have a title, be approximately 1700 words in length, and be formatted to adhere to the MLA or APA style guide.

### **Project Submission**

- Rough Draft: Your rough draft will be submitted for peer review and to your e-portfolio.
- Revised Draft: Your revised draft should be uploaded to your e-portfolio.

### **Tips**

- Get started early.
- Review this week's materials and discussions.
- Set a writing/research schedule and stick to it.

## Writing Project #2 – Ethnography (Levels of Achievement)

### Ethnography Assessment Rubric

1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = excellent

| Criteria   | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Includes a narrative structure that tells the story of how the writer conducted their research.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Includes summary, explanation, and discussion of the results of observations and field notes in ways that are understandable to readers.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are understandable to readers.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Draws upon observation, field notes, and interview materials to present the writer's reflections and insights on the community or group the writer researched. The primary insight is derived from the synthesis of the writer's research, reflections, and insights.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Organizes the essay with the reader in mind by using structured paragraphs and by building to a primary insight.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes; Knowledge of Conventions  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Meaningfully incorporates 2-3 multimodal elements.<br><b>Outcomes:</b> Rhetorical Knowledge; Processes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Meets length, title, and style guidelines.<br><b>Outcomes:</b> Knowledge of Conventions  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
|  |                          |                          |                          |                          |                          |          |
| Overall  |                          |                          |                          |                          |                          |          |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Narrative Structure  | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Includes a narrative structure that tells the story of how the writer conducted their research.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |   |
|---------------------------|---|
| 5: excellent              | <ul style="list-style-type: none"> <li>the narrative structure of the writer's research is always clear to the reader</li> </ul>        |
| 4: good                   | <ul style="list-style-type: none"> <li>the narrative structure of the writer's research is almost always clear to the reader</li> </ul> |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>the narrative structure of the writer's research is sometimes clear to the reader</li> </ul>     |
| 2: fair                   | <ul style="list-style-type: none"> <li>the narrative structure of the writer's research is rarely clear to the reader</li> </ul>        |
| 1: needs significant work | <ul style="list-style-type: none"> <li>the narrative structure of the writer's research is not clear to the reader</li> </ul>           |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Observational Data  | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Includes summary, explanation, and discussion of the results of observations and field notes in ways that are understandable to readers.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |   |
|---------------------------|---|
| 5: excellent              | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results of observations and field notes in ways that are always understandable to readers</li> </ul>        |
| 4: good                   | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results of observations and field notes in ways that are almost always understandable to readers</li> </ul> |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results of observations and field notes in ways that are sometimes understandable to readers</li> </ul>     |
| 2: fair                   | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results of observations and field notes in ways that are rarely understandable to readers</li> </ul>        |
| 1: needs significant work | <ul style="list-style-type: none"> <li>does not included summary, explanation, and discussion of the results of observations and field notes</li> </ul>   |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Interview Data   | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are understandable to readers.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |  |
|---------------------------|--|
| 5: excellent              | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are always understandable to readers</li> </ul>        |
| 4: good                   | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are almost always understandable to readers</li> </ul> |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are sometimes understandable to readers</li> </ul>     |
| 2: fair                   | <ul style="list-style-type: none"> <li>includes summary, explanation, and discussion of the results from the writer's interview(s) in ways that are rarely understandable to readers</li> </ul>        |
| 1: needs significant work | <ul style="list-style-type: none"> <li>does not include summary, explanation, and discussion of the results from the writer's interview(s)</li> </ul>  |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Writer's Reflections  | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| <p>Draws upon observation, field notes, and interview materials to present the writer's reflections and insights on the community or group the writer researched. The primary insight is derived from the synthesis of the writer's research, reflections, and insights.</p> <p><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |  |
|---------------------------|--|
| 5: excellent              | <ul style="list-style-type: none"> <li>• makes many connections from observation, field notes, and interview materials to the writer's reflections and insights on the community or group the writer researched</li> <li>• it is clear how the primary insight is derived from the synthesis of the writer's research, reflections, and insights</li> </ul>                  |
| 4: good                   | <ul style="list-style-type: none"> <li>• makes some connections from observation, field notes, and interview materials to the writer's reflections and insights on the community or group the writer researched</li> <li>• it is mostly clear how the primary insight is derived from the synthesis of the writer's research, reflections, and insights</li> </ul>           |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>• makes few connections from observation, field notes, and interview materials to the writer's reflections and insights on the community or group the writer researched</li> <li>• it is somewhat clear how the primary insight is derived from the synthesis of the writer's research, reflections, and insights</li> </ul>          |
| 2: fair                   | <ul style="list-style-type: none"> <li>• makes very few connections from observation, field notes, and interview materials to the writer's reflections and insights on the community or group the writer researched</li> <li>• it is ambiguous how the primary insight is directly derived from the synthesis of the writer's research, reflections, and insights</li> </ul> |
| 1: needs significant work | <ul style="list-style-type: none"> <li>• makes no connections from observation, field notes, and interview materials to the writer's reflections and insights on the community or group the writer researched</li> <li>• the primary insight is not derived from the synthesis of the writer's research, reflections, and insights</li> </ul>                                |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Organization  | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Organizes the essay with the reader in mind by using structured paragraphs and by building to a primary insight.<br><b>Outcomes:</b> Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes; Knowledge of Conventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |  |
|---------------------------|--|
| 5: excellent              | <ul style="list-style-type: none"> <li>includes a clear primary insight that directly structures the paper's content</li> <li>paragraphs always stay on topic and never change main ideas</li> <li>the audience can follow the paper's organization with no difficulty</li> </ul>                                    |
| 4: good                   | <ul style="list-style-type: none"> <li>includes a mostly clear primary insight that generally structures the paper's content</li> <li>paragraphs almost always stay on topic and almost never change main ideas</li> <li>the audience can follow the paper's organization with little difficulty</li> </ul>          |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>includes a somewhat ambiguous primary insight that structures the paper's content with a few deviations</li> <li>paragraphs sometimes stay on topic and sometimes change main ideas</li> <li>the audience can follow the paper's organization with some difficulty</li> </ul> |
| 2: fair                   | <ul style="list-style-type: none"> <li>includes an ambiguous primary insight that structures the paper's content with some deviations</li> <li>paragraphs rarely stay on topic and often change main ideas</li> <li>the audience can follow the paper's organization with moderate difficulty</li> </ul>             |
| 1: needs significant work | <ul style="list-style-type: none"> <li>omits a primary insight or includes a primary insight generally unrelated to the paper's content</li> <li>paragraphs do not stay on topic and very often change main ideas</li> <li>the audience is unable to follow the paper's organization</li> </ul>                      |



## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Multimodal Elements  | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Meaningfully incorporates 2-3 multimodal elements.<br><b>Outcomes:</b> Rhetorical Knowledge; Processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |   |
|---------------------------|---|
| 5: excellent              | <ul style="list-style-type: none"> <li>incorporates 2-3 multimodal elements</li> <li>the multimodal elements strongly enrich the piece of writing</li> </ul>  |
| 4: good                   | <ul style="list-style-type: none"> <li>incorporates 2-3 multimodal elements</li> <li>the multimodal elements generally enrich the piece of writing</li> </ul> |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>incorporates 2-3 multimodal elements</li> <li>the multimodal elements somewhat enrich the piece of writing</li> </ul>  |
| 2: fair                   | <ul style="list-style-type: none"> <li>incorporates 2-3 multimodal elements</li> <li>the multimodal elements barely enrich the piece of writing</li> </ul>    |
| 1: needs significant work | <ul style="list-style-type: none"> <li>there are no multimodal elements that enrich the piece of writing</li> </ul>   |

## Writing Project #2 – Ethnography (Levels of Achievement)

| Criterion: Use of Style   | 1                        | 2                        | 3                        | 4                        | 5                        | Comments |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Meets length, title, and style guidelines.<br><b>Outcomes:</b> Knowledge of Conventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

|                           |  |
|---------------------------|--|
| 5: excellent              | <ul style="list-style-type: none"> <li>meets all length, title, and style guidelines</li> </ul>        |
| 4: good                   | <ul style="list-style-type: none"> <li>meets almost all length, title, and style guidelines</li> </ul> |
| 3: satisfactory           | <ul style="list-style-type: none"> <li>meets most length, title, and style guidelines</li> </ul>       |
| 2: fair                   | <ul style="list-style-type: none"> <li>meets some length, title, and style guidelines</li> </ul>       |
| 1: needs significant work | <ul style="list-style-type: none"> <li>does not meet length, title, and style guidelines</li> </ul>    |