**Agenda for May 21**

**8:00-9:30**

1. Syllabus and Blackboard review.

1. Preliminary in class writing (experience with writing and research in your major)

**9:45-11:00**

1. Small group work – discussion of Rose readings
2. Whole class discussion of readings

**11:15-12:30**

1. Review of RIN assignment guidelines and writing exercise options (1, 2, or rough draft)

Review of assignments for Thursday’s class

In class writing for RIN

**Preliminary exercise about your previous experience with research and writing in your major.**

**Write a little about how and why and you chose your major.** When did you choose or declare your major? How far along are you? What first drew you to this major?  What do you like best about it? What do you like least about it?  Do you think that your decision was shaped more by your formal education or by experiences outside the classroom, including any attempts you made to educate yourself?   What questions do you hope to answer through your studies in this field?  What would you like to learn more about?  *In what ways are your goals and interests similar to those of other students you know with your major? In what ways are they different?*

**AND**

**Write a little about your experience with research and writing in your major.**  What kinds of research and writing have you done in your major? (Have you taken/are you currently taking a research methods or writing-intensive class? Have you done/are you doing an undergraduate research project or capstone project? Have you had an internship, clinical experience, or other work experience related to your major?) What interests you or frustrates you most about research/writing in your major? How could you use the assignments in this class to reflect and build on past/ongoing projects?  (Is there a possibility that you could take advantage of the dual submission option?)   How familiar are you with resources in your major and in your department? If you have recently declared or changed your major, feel free to write about your experience with research and writing in more general terms. What kinds of college writing assignments have you found most interesting or most difficult?

Finally, **write a little about your response to today’s readings by Todd Rose.** How have “averagerian” ideas affected your own education, work, or life experiences?

**Small Group Work on Rose readings**

**Instructions:** Discuss the assigned sections in each chapter, preparing to lead the class discussion on these parts. (The file “Using the Assigned Readings to Prepare for the RIN and Research Assignments” should get you started.)

**Group 1** (Humanities/Social Sciences)

Ch. 8, pp. 165-167 and pp. 179-182

Ch. 7, pp. 147-149 and pp. 163-164

**Group 2** Science/Health

Ch. 8, pp.176-179

Ch. 7, pp. 154-158

**Group 3** Science/Engineering and Technology

Ch. 8, pp. 170-173

Ch. 7, pp. 158-163

**Group 4** Business

Ch. 8, pp. 167-170

Ch. 7, pp. 149-153

If extra time, all groups should discuss Ch. 8, pp. 174-176

**ICW for Research Interests Narrative (After completing preliminary exercise)**

**\*If you have no idea how to approach this assignment (i.e. no clearly identified research interests), try exercise 1. (You may have covered some of the questions in the previous writing exercise, no need to repeat.)**

**\*If you have a research topic that interests you, but you’re not sure how to develop it in a narrative, try exercise 2.**

**\*If you already have a pretty good idea of how you want to approach the RIN assignment, you can skip the exercises and start on your rough draft of the RIN essay.**

1. **Choose at least TWO of the following influences on your academic or professional interests. Use the questions below to explore the connections or contradictions between them.**

**Formal education**. Describe the schools you attended before college. Which parts of school did you enjoy most and least? What subjects came most easily to you? What did you struggle with? Describe a memorable teacher or course. When did you become interested in your current major? If part of your education took place outside the United States, how did the differences in education systems affect your interests and academic decisions?

**Self-education**. Write about how you educated yourself on topics that interested you, particularly those that still interest researchers in your field. What books or authors were especially important to you? What memories do you have about libraries, bookstores, museums, films, lectures, performances, or any other opportunities for you to learn more about the things that interested you?

**Cooperative/collaborative education.** Write about the parts of your education that required cooperation or collaboration with others. You can focus on group-oriented academic work, extra-curricular activities such as sports or clubs, participation in community or religious groups, military service, internships, or other work experience.

**“Life” education.** Write about personal challenges, family expectations or obligations, or cultural or political circumstances that you feel shaped your academic or professional interests.

1. **Write about how you became interested in a particular topic in your major that still interests you.**

What questions did you have? Where did you seek out information? What obstacles did you face in getting answers to your questions? What fascinated or frustrated you? How did this experience affect your academic and professional interests and goals? Try to answer these questions in narrative form—use past tense, include details of time and place to tell the “story” of your interest in this topic. What would you still like to learn about this or a related topic? Why is research on this topic still important? (Don’t forget the default topic: How could education and training in your field be improved? What do students and professionals need to learn so that they can accomplish and contribute more?) Continue writing until you have a sense of where the story begins and ends, as well as why it’s important (this will become the draft of your “Research Interests Narrative”), and until you have a preliminary topic (phrased as a question) for your research in this class.