(A sketch of) a sample assignment sequence for Revisions

The following steps lay out an assignment sequence based on suggested assignment #3 on page 329 (345) of cda; the steps take advantage of cda's approach to a rhetorical process for composition.

The assignment asks students to compose and produce a new chapter for Section III of the textbook. (And the assignment is shaped as a project for a pair of students.)

1 **Students, working in pairs, choose a kind of text for the new chapter.**
   In class, students choose pairs, and discuss and choose a text. For homework, as a pair, they write a short proposal to other students on the appropriateness of their kind of text. Next class, students give oral feedback and suggestions on the kinds of texts, and make suggestions for new topics. For the following class, the pairs write more formal (1 page) proposals for the teacher and other students; they receive back suggestions on how to proceed with research and ways to build interest for the class.

2 **Students do research into their kinds of texts.**
   They need to collect many samples of their kind of text. Once they have many samples, they draw up a list of features the texts have in common, which they present to the class orally for feedback and suggestions. (They also need to include with this some research into the history of the kind of text they’ve chosen, so that they can write the introduction to their chapter.)

3 **The class develops an assessment rubric for the chapter, to use in giving feedback in the next steps.**

4 **Based on their research and feedback from their oral presentations, the pairs develop a statement of purpose for the chapter.**
   They need to outline the rhetorical principles on which their chapters will focus, as well as justify that focus in terms of audience and context for the textbook. They receive feedback on this statement of purpose from the teacher and other students.

5 **Based on the feedback to their statements of purpose, students prepare a design plan for the chapter, arguing how they will redesign the book’s layout (or use webpages) to best present their work.**
   Students receive feedback on their design plans, from both teacher and other students.

6 **Students prepare a draft of their chapter, and receive feedback.**

7 **Students prepare a final version of their chapter, and present it formally to the class.**

8 **Students prepare a formal written justification for their work, reflecting on the process and what they would change next time.**