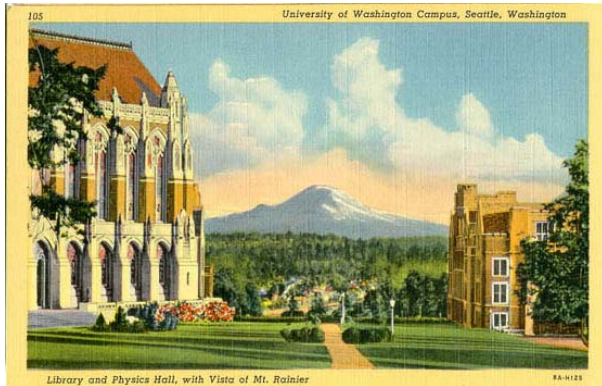


Final Paper 3.4: Campus Resource Project

gis 140 / sec. D / early fall quarter 2006-07 / chang



The point cannot be overstated: close reading is central to reading, writing, learning, and living. Attention and attending to detail, to language, and to the rhetorical situations around you is vital to any intellectual and creative enterprise. In a deep sense, close reading is about being curious and critical about the world.

By now, you have already closely read many different kinds of texts: essays, assignment sheets, peer papers, your own literacy narrative, advertisements, what you're wearing, images, and commercials. The list goes on. Now it's time to turn your critical eye to text that is all around you—the university at large.

The University of Washington is a big place. The Seattle campus alone covers over 600-acres, with 218 buildings, populated by over 39,000 students and over 27,000 faculty and staff. So, how do you make sense of it all? How do you make the campus your home away from home? How do you find help and find community? Part of the answer comes from proactively exploring, meeting people, going to class, finding like-minded organizations, and searching out new challenges and ways to stretch your horizons. The University of Washington is more than just buildings and sidewalks, more than just classrooms and offices. The campus is alive with activity day and night and offers many opportunities and resources for fun, fellowship, living, and learning.

Goals and Outcomes

For this sequence's final paper, select a campus resource and explore what they offer. For example, you could explore and analyze the Odegaard Writing and Research Center or one of the units in Hall Health or one of the libraries or athletic team or student club or organization. Start with the basics: the resource's mission, services, special programs, hours of operation, location, contact information, and any other important details. Visit their website and office for resource materials. You may also want to arrange a visit or interview with one of the resource's personnel.

Use what you discover about your campus resource and develop a well-organized, formal, critical close reading of your campus resource. Like close reading an essay or poem or a painting, close reading your resource requires you to identify a critical question or claim about what you think your resource is doing, arguing, saying, representing. In this case, your close reading is to analyze and critique the resource with the following main question in mind: **How does your resource construct or imagine life as a student at the university?** Looking at what your resource has to offer, what it **says** about being a student or life at the university, and how it represents itself and students is what this close reading is analyzing. Furthermore, consider the following questions when you are generating your claim:

- What is the central **mission** or **objective** of your resource? How does it fit into the larger campus community or university mission?
- Are academics or learning or critical thinking **stressed** by your resource? What is your resource's relationship to academics or learning?
- How do **you** fit the campus resource? What is your role and what are your responsibilities?
- What is the importance or usefulness of your resource? How would a student like you benefit from the resource?

As with your other major papers, your close reading should identify an argument, fully develop ideas, support those ideas with details and direct quotes from your research, and correctly use MLA in-text citation and bibliographic format. Your paper should demonstrate a clear outline and organization, clear and engaging prose, detailed analysis, well-developed paragraphs, and an attention to your audience.

Guidelines and Due Dates

- Audience:** At base, you are writing for an audience that includes a general academic community, which includes your instructor, your classmates, and the authors of the essays we have read. You should imagine a larger, more inclusive audience. Keep in mind that your audience is varied in many ways, including academic experience and familiarity with the texts, so you'll need to consider of what information each type of reader will need to make sense of your essay. Another good way to think about your audience is to imagine the publication in which your essay could appear such as the *UW Daily*.
- Format:** This assignment is a formal, academic paper and should follow the manuscript guidelines outlined in the course policies:
- formal title page, appropriate title for your paper
 - 3-4 pages, typed, double-spaced, with MLA citations (if needed), stapled
 - 1 paragraph more specifically describing your audience
 - bibliography, correct MLA format (if needed)
- Include:** Response Paper 3.2
Resource Project Draft 3.2.1
- Due:** **Monday, September 11**