## Abstract
This course redesign for ENGL 1301 uses an existing assignment in the sequence, the Discourse Community Ethnography, in an attempt to foster collaboration in the undergraduate research process among students in the First Year Learning Communities Program. The goal of this course redesign is to improve the manner in which ethnographic research is conducted by dividing up the workload at each stage of the assignment process.

### About Discourse Communities
- **Definition:** A Discourse Community is a group of people with a shared goal who use specific mechanisms of communication to achieve this goal (Swales, 1990)
- Adapted from Textbook: *Writing about Writing*, Downs & Wardle, 2nd ed. (2014)
- Students must use the John Swales (1990) reading from the textbook as the theoretical framework for the assignment

### Original Assignment vs. Redesign

<table>
<thead>
<tr>
<th>Original Assignment</th>
<th>Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student selects a Discourse Community for the assignment.</td>
<td>Students will form groups of four and select a Discourse Community for the assignment.</td>
</tr>
<tr>
<td>Each student will observe the Discourse Community in action more than once and take notes.</td>
<td>Students will divide up the observations and note-taking.</td>
</tr>
<tr>
<td>Each student will interview one or more members from the Discourse Community and incorporate their findings into their essay and presentation</td>
<td>Students will develop interview questions together and decide who will conduct the interviews and record notes.</td>
</tr>
<tr>
<td>Each student will find six academic sources about the Discourse Community to supplement their findings and understand the historical background.</td>
<td>Each student in the group will be responsible for finding four academic sources to contribute to the Annotated Bibliography and Final Essay.</td>
</tr>
</tbody>
</table>

### Assignment Sequence
- Brainstorming session/planning
- Writing Center Discourse Community Ethnography workshop
- Checkpoint 1: Group Conferences with Instructor to discuss observations/interviews
- Library Instruction Session
- Checkpoint 2: Group Conferences with Instructor to discuss research process
- Annotated Bibliography Workshop
- Presentation preparation for First Year Symposium
- Essay Peer-Review Workshop
- Checkpoint 3: Essay discussion and group evaluations