**ITW sustained research essay for “About Anne Frank” Dr. Nona Fienberg Fall 2013**

**Getting Started**

Your work in this course will be organized to support you in your writing of a semester-long research essay that begins with a careful reading and analysis of Anne Frank’s *Diary of a Young Girl: Definitive Edition.* Your essay will provide your readers (me, this class, a larger group that you would like to reach) with an understanding of some of the questions and issues prompted by Anne Frank, her diary, and the place these have assumed in our culture. The semester-long project begins with the assumption that the iconic status of Anne Frank and her diary warrant thoughtful consideration. Why has Anne Frank emerged as the Holocaust victim that people know? How has her image been used, changed, and managed? How does a young writer develop? What was the role of rescuers? What were some different kinds of resistance? What are the social dynamics of people/families under threat? Why are some groups designated as “other” and thus either less worthy or unworthy of life?

Our common, initial reading of Anne Frank invites you to consider these critical questions about what it means to be human – and what it meant to be human in Europe after 1933, when Hitler comes to power in Germany, and before 1945, when the Allies defeat the Nazis in World War II. Your work in reading Anne Frank and your selected group book will help you to select questions to explore.

**Staking a Claim**

Early in the course you will identify a particular question or set of related questions of interest to you, in consultation with me and with your peers. You will early set out to learn as much as you can about the questions that interest you. You will work closely with me and with Professor Obien, our library faculty liaison, to develop a search strategy and to locate appropriate resources. You will also work with peer writing tutors from the Center for Writing.

Based upon your research and analysis, you will then need to figure out what you want to say about the question you are pursuing. How does what you are learning about Anne Frank and your questions help informed, interested readers like me and your peers to understand the fullness and complexity of human behavior in the world? This is where your 3-5 page Project Proposal, due September 26 gets developed. The Project Proposal is also a place where you pause to ask questions, say where you are puzzled, offer alternative possibilities. Your peers and I will respond to your questions.

As you reflect, you will begin to formulate a provisional claim, a statement that summarizes your position, and makes that position clear to your readers. The claim will be based upon your reading, your research, and our class work as a whole.

**Moving from the Simple to the Complex**

As you develop your research, you will need to move from a simple to a complex claim. In fact, the semester-long writing project is grounded in the idea that any extended process of inquiry will require a scholar to develop and refine her/his position. You will support your position with examples and evidence, while making your argument accessible (understandable) to your audience. What you have learned should matter to your audience. Why does it matter? How does your work offer a fuller understanding of humans in the world?

When you attend events like Peter Black’s lecture, or Daniel Mendelsohn’s lecture, or Kristallnacht, or sessions of the College Symposium, the Evolving Commons, you will consider different strategies scholars use to communicate their research powerfully.

When the class discusses its reading, thinking and writing, whether in groups or individually or online, we are modeling different strategies for moving from the simple to the complex, for communicating effectively, and for making research and analysis matter.

**The Writer’s Profile Due with Portfolio at the Final Exam time**

Over the years you have received feedback about your writing – from teachers, family, friends, peers in this class, peer tutors at the writing center, and me. Reflect upon these comments and learn from them.

First, gather comments. Read them. Note areas that need attention. Do you see patterns in the responses? Now, reflect upon the work of this semester. What have you learned? Then, compose a 3-5 page personal essay that tells the story of your development as a writer in this course. How will you challenge yourself to develop as a writer over your college career and beyond?

**Final Writing Portfolio due in class at the Final Exam time as scheduled.**

**TR at 10: December 10 at 10:30. TR at 2: December 12 at 1.**

**Checklist**

1. Title page with Table of Contents
2. The Writer’s Profile – 3-5 page narrative reflection
3. 3-5 page Project Proposal with brief annotated bibliography: Due September 26
4. 8-10 page first version of essay: Due October 8
5. 12-15 page second version of essay: Due November 14
6. 12-15 page final version of essay: Due December 5

Collect the materials in a pocket folder. No plastic covers or binders. Make sure your name, course, semester, and date appear on the title page with the table of contents.

It is necessary to submit all of these items for a passing grade in the course.