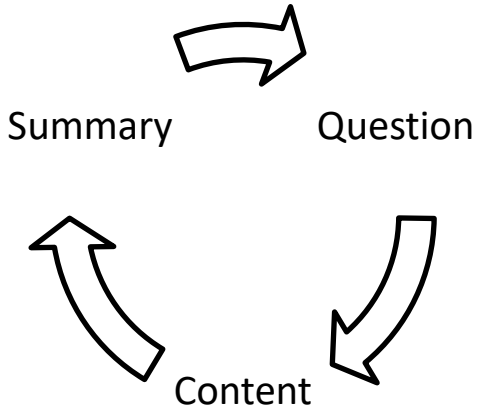
Question Cycle & Content Summaries | Due: Every Friday (Unless told otherwise)

The Question Cycle:
The goal of this assignment is to practice **inquiry**—the process of answering a question or solving a problem. As you seek an answer to your "**Big Question**," you will find articles, videos, or other pieces of content that will offer information, arguments, and perspectives related to your question. The method of inquiry we will be practicing is the "**question cycle**."[1]

Here's how it works:



1. Find a piece of content that helps you understand something about your **Big Question**. This can be an informative piece (one that provides information about your topic or some aspect of it) or an argumentative piece (one that takes a stance about your topic or some aspect of it).
2. Read the content and take notes on it: Highlight the main points of the information or argument, write down who the author is and evaluate their credibility as an expert/informed writer on the topic, examine how they present their information/argument (i.e., rhetorical choices), and write down questions that occur to you as you read the piece (about the piece, your topic, things you don't understand from the piece, or other questions that you have).
3. Write a brief summary/analysis of the piece, including your questions. See the instructions below for more details about this summary.
4. Select one of your questions that you wish to pursue next—one that helps move you closer to answering your Big Question. This is a "**Natural Next Question**."
5. Find a new piece of content that helps you understand something about this question, and repeat the cycle!

Content Summary Instructions:
You will write a summary for each piece of content you exam in your question cycle. Each summary should demonstrate serious attention to the text and include a brief summary of the content, a brief rhetorical analysis, and a list of questions the text inspired.

Each summary should:

- Be approximately 100-200 words;
- Include an appropriate full citation for the text in MLA, APA, or Chicago style
- Include a sentence or two identifying the author (and their level of expertise/credibility) and publication, and the text's relevance to the topic/conversation you are researching;
- Include a summary of the content (in a couple of sentences) that presents the main points/arguments;
- Include a brief rhetorical analysis of the text's intended audience, purpose, genre, tone, rhetorical devices, etc.;
- Include a list of at least three "Natural Next Questions" you have after reading the text.
    - These questions should take you one step closer to learning/answering your Big Question
    - The questions could be about an idea or particular point from the text, a question left unanswered by the text, a lingering question you have about your topic or about the particular focus of the text, about something you don't understand from the text, or other questions that come up as you read the piece.

[1] This model is borrowed and adapted from the inquiry learning model of Dr. Lindy Elkins-Tanton, summarized here: https://www.youtube.com/watch?v=7MW4IPO2ipg