

Assignment Guidelines: English 102-053: Writing & Research About Culture
Spring 2017
TR 8:00-9:15am
HLG 304

Participation

Your Participation grade is worth 15% of your final grade, and the following count toward it:

- Quizzes
- Rhetorical Analysis Graphic Organizers
- Written Homework Assignments
- Graded Class Discussions
- Peer Editing Drafts
- Peer Editing Worksheets
- Revision Plans for each major assignment
- Required Conferences with Professor
- Classroom Behavior
- Attendance/Punctuality

Important Participation Grade Information:

1. Classroom behavior issues will subtract from your grade—if you are absent or late, utilize a cellphone/tablet/laptop during class, fall asleep, show up lacking the texts/class materials for the day, keep silent too often during our discussions, or are disruptive in any way, points will be deducted. If you are present and on time, pay attention during our lectures, stay awake, come to class prepared, engage with our discussions, and are otherwise not disruptive, you will get full credit for classroom behavior.
2. I do not accept late participation grade work. Any work from this list, or assignments announced at a later date and not included under any of the major grade assignments, must be turned in on time to receive credit. For graded discussions, in-class assignments, and professor conferences, you must be present and on time. Any of these assignments for which you are not present or which you have not completed when they are due will receive a grade of 0.
3. Any extra credit assignments you complete, if any are assigned, will be added into and bolster your participation grade.

Rhetorical Analysis Paper

Due: Thursday, February 2

Formatting: Times New Roman, 12pt font, double-spaced

Goal: Analyze the Rhetorical Situation and effectiveness of a textual argument.

Central Questions: What argument is the author making? Is it successful? Why or why not?

Text: You may choose one of the following three texts from our *Culture* reader:

1. Hanus, Julie. "White Collared: When Did Our Jobs Turn into a Joke?" (15)
2. Angel, Sharon. "Sorting Out Santa" (74)
3. Kayyem, Juliette. "Never say 'Never Again'" (120)

Length Requirement: 3+ pages

Any paper that falls short of 3 *full* pages of Times New Roman 12pt font, double-spaced, will earn an automatic D.

Preparation:

You are required to complete a Rhetorical Analysis Graphic Organizer on the text you are analyzing and turn it in with your paper.

Citation:

You are required to use standard MLA-8 style citation for all outside information or direct quotations. While incorrect citation will affect your grade (see rubric), lack of citation constitutes plagiarism (see syllabus for plagiarism policy).

Content:

Your paper should include the following:

- Facts about the text you're analyzing: Provide the author's name, the title of the work, and context.
- A brief and targeted summary of the text you're analyzing.
- A claim about the work's rhetorical effectiveness.
- A detailed analysis of how the argument works.
- Evidence for each part of your analysis.

Argument Analysis should include the following:

- Analysis of the appeals the author uses (ethos, logos, and pathos) and techniques for lending credence.
- Analysis of the supporting ideas used in the argument
- Analysis of evidence used to support ideas.

Structure

- **Introduction:**
Overview the author and the text (including its key argument and any relevant contextual information), and provide a brief overview of its rhetorical situation, including what you perceive as the author's goals in writing and her/his audience. Close the paragraph with a thesis in which you **clearly articulate how successful your chosen author is in achieving his/her rhetorical goals as a consequence of his/her use of specific rhetorical strategies relative to his/her chosen audience.**
- **Body Paragraphs:**
Organization of body paragraphs is at your discretion, so long as they are well-organized and fulfill assignment requirements.
- **Conclusion:**
It would be effective to analyze the author's conclusion in your conclusion, followed by a conclusion of your own argument on the efficacy of the author's work.

Required Elements:

Completed Rhetorical Analysis Graphic Organizer	1%	15% of total course grade
Completed 3+ page Essay (See Rubric for distribution)	13.5%	
Works Cited page in correct MLA8 formatting	.5%	

Analyzing Opposing Arguments Paper

Due: Thursday, February 16

Formatting: Times New Roman, 12pt font, double-spaced

Goal: Analyze the Rhetorical Situations and effectiveness of two arguments on the same topic.

Central Questions: Which argument is more successful, and why? What are the strengths/weaknesses of each?

Text: You will write about the text you were responsible for from our *Culture* reader during our Jigsaw Discussion and the text of one other group from the same discussion. The choice of second text is yours, but it must be from the JD.

Length Requirement: 4+ pages. Any paper that falls short of 4 *full* pages of Times New Roman 12pt font, double-spaced, will earn an automatic F.

Preparation: You are required to complete a Rhetorical Analysis Graphic Organizer on both texts you are analyzing and turn them in with your paper.

Citation: I require standard MLA-8 style citation for all outside information or direct quotations. While incorrect citation will affect your grade (see rubric), lack of citation constitutes plagiarism (see syllabus for plagiarism policy).

Content:

- Having completed a Rhetorical Analysis for your first paper, you will be building on that skill by analyzing the arguments of two sources and comparing the effectiveness of each. When writing a comparative Rhetorical Analysis, your main goal is to look closely at and compare the rhetorical devices employed by the authors of the sources and anything else that helps to support the argument being made.
- You should consider where each source is coming from, who the audience is for each, and how each writer or writers supports his/her/their arguments. While you may want to use your introduction or conclusion paragraph to speak more generally on the topic, it is imperative that the paper remains objective on the issue your sources discuss.
- Remember, though this is technically an argument of comparison, **you are required to make an argument regarding which text was more successful.** To support your argument, you must use analysis including:
 - Analysis of the appeals the author uses (ethos, logos, and pathos) and techniques for lending credence.
 - Analysis of the supporting ideas used in the argument
 - Analysis of evidence used to support ideas.

Structure

- Introduction:

Overview the authors and the texts and provide a brief overview of the rhetorical situations, including what you perceive as the authors' goals in writing and her/his audience. Provide context for the larger debate in which the texts participate. Close the paragraph with a thesis in which you **clearly articulate which text is more successful in achieving his/her rhetorical goals as a consequence of his/her use of specific rhetorical strategies relative to his/her chosen audience and why.**
- Body Paragraphs:

Organization of body paragraphs is at your discretion, so long as they are well-organized and fulfill assignment requirements.
- Conclusion:

It would be effective to analyze the authors' conclusions in your conclusion, followed by a conclusion of your own argument on the efficacy of the authors' work.

Required Elements:

2 Completed Rhetorical Analysis Graphic Organizers	1%	15% of total course grade
Completed 4+ page Essay (See Rubric for distribution)	13.5%	
Works Cited page in correct MLA8 formatting	.5%	

Short Research-Based Argument Paper

Due: Thursday, March 9th

Formatting: Times New Roman, 12pt font, double-spaced

Goal: Write a research-based, thesis-driven argument essay, convincing us of your opinion on a topic using support from scholarly sources.

Length Requirement: 4+ pages. Any paper that falls short of 4 *full* pages will earn an automatic F.

Texts: You will use at least one of the two sources from your Analyzing Opposing Arguments paper, along with at least two other sources of your choosing from your own research (and not from our course texts), for a total of 4 sources.

Preparation: You are required to complete the following preparation documents:

- Topic Proposal/Research Question Worksheet: 1 Page
- Outline/Meal Plan Worksheet: 1 Page (Participation Grade)
- Annotated Bibliography: 4 Sources
- Peer Review Rough Draft: 3+ full pages (Participation Grade)

Citation: I require standard MLA-8 style citation for all outside information or direct quotations. While incorrect citation will affect your grade (see rubric), lack of citation constitutes plagiarism (see syllabus for plagiarism policy).

Content:

- Having become fluent in the work of Rhetorical Analysis, you are moving on to joining the conversation. I, along with the other students in this class, will be your audience. We may not know much about your topic, so provide clear background information. Your goal will be to persuade us to agree with your opinion of your issue, so we need to have a clear idea of what your opinion is and the evidence that convinced you. We also want to be assured that you have considered other points of view on your issue, which you can do by representing opposing views in your paper (see *TSIS* chapter 6). Remember, you are both teaching us about your topic and attempting to persuade us to agree with your opinion on it.
- A successful research paper will have a clear thesis statement and an easy-to-grasp structure. It will incorporate all the elements of the MEAL Plan we discussed in class (see course handout). It will include credible evidence to support each point, and it will acknowledge opposing or divergent views. It will incorporate information from multiple (4) appropriate sources in the form of correctly-cited paraphrase and direct quotation. For a further explanation of grading criteria, see the rubric provided. For a sample research paper, see FG pages 59-65.

Structure

- Your essay must follow the “MEAL Plan” structure as discussed in class.
- Introduction
Provide an introduction to your topic and the debate you are entering. Conclude with a clearly-identifiable thesis statement that makes an arguable claim about your topic.
- Body Paragraphs
Each provides a reason your claim about your topic is correct. For each reason, you should provide multiple specific examples as evidence. These examples should not all come from the same resource source.
- Conclusion
Lead your reader to a conclusion about the general topic, the nature of the debate, and the success of your claim. Your conclusion should *not* summarize the points you have already made, but should elevate your paper to a wider deduction.

Required Elements:

Topic Proposal/ Research Question Worksheet	1%	15% of total course grade
4-source Annotated Bibliography	3%	
Completed 4+ page Essay (See Rubric for distribution)	11%	

Long Research-Based Argument Paper

Due: Tuesday, April 11

Formatting: Times New Roman, 12pt font, double-spaced

Goal: Write a research-based, thesis-driven argument essay, convincing us of your opinion on a topic using support from scholarly sources.

Length Requirement: 8+ pages. Any paper that falls short of 8 *full* pages will earn an automatic F.

Texts: You will use scholarly sources found during research, along with a maximum of one source from our course material/readings, for a total of 8 sources.

Preparation: You are required to complete the following preparation documents:

- Topic Proposal/Research Question Worksheet: 1 Page
- Outline/Meal Plan Worksheet: 1 Page (Participation Grade)
- Annotated Bibliography: 8 Sources
- Peer Review Rough Draft: 6 full pages (Participation Grade)

Citation: I require standard MLA-8 style citation for all outside information or direct quotations. While incorrect citation will affect your grade (see rubric), lack of citation constitutes plagiarism (see syllabus for plagiarism policy).

Content:

- Having crafted a short research-based argument paper based upon our course readings, you will now expand to create a full-length research paper on a topic of your choosing. Your topic must engage with the course theme of culture, and *must* be approved by your instructor before proceeding with your research project.
- Your goal will be to persuade your audience (your instructor and classmates) to agree with your opinion of your issue, so we need to have a clear idea of what your opinion is and the evidence that convinced you. We also want to be assured that you have considered other points of view on your issue, which you can do by representing opposing views in your paper (see *TSIS* chapter 6). Remember, you are both teaching us about your topic and attempting to persuade us to agree with your opinion on it.
- A successful research paper will have a clear thesis statement and an easy-to-grasp structure. It will incorporate all the elements of the MEAL Plan we discussed in class (see course handout). It will include credible evidence to support each point, and it will acknowledge opposing or divergent views. It will incorporate information from multiple (8) appropriate sources in the form of correctly-cited paraphrase and direct quotation. For a further explanation of grading criteria, see the rubric provided. For a sample research paper, see FG pages 59-65.

Structure

- Your essay must follow the “MEAL Plan” structure as discussed in class.
- Introduction
Provide an introduction to your topic and the debate you are entering. Conclude with a clearly-identifiable thesis statement that makes an arguable claim about your topic.
- Body Paragraphs
Each provides a reason your claim about your topic is correct. For each reason, you should provide multiple specific examples as evidence. These examples should not all come from the same resource source.
- Conclusion
Lead your reader to a conclusion about the general topic, the nature of the debate, and the success of your claim. Your conclusion should *not* summarize the points you have already made, but should elevate your paper to a wider deduction.

Required Elements:

Topic Proposal/ Research Question Worksheet	1%	20% of total course grade
8-source Annotated Bibliography	4%	
Completed 8+ page Essay (See Rubric for distribution)	15%	