

- Bazerman, Charles and Paul Prior, eds. *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Mahwah, NJ: Lawrence Erlbaum, 2004. ISBN: 0805838066
- Longaker, Mark Garrett and Jeffrey Walker. *Rhetorical Analysis: A Brief Guide for Writers*. Pearson. 2011. ISBN: 978-0-205-56570-2
- At times articles outside of the textbooks will be assigned. When this occurs the full MLA citation along with the database where you can access the article will be listed in the schedule. You are responsible for locating the article, printing it, reading it and bringing the text to class for discussion.
- Any additional material placed on eCampus, given out in class, or emailed to you
- A functional MIX email account and access to eCampus

OFFICE HOURS: My office hours are 11:45am-12:45pm on Tuesday and Thursday in G03 Colson Hall. I am also available by appointment. Office hours provide us with an opportunity to talk one-on-one. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course.

EMAIL HOURS: I am happy to talk with you via email as well; I usually respond within 24 hours. You should not expect a response from 8pm to 9am. You should also expect a longer response time over the weekend. I cannot discuss grades via email; if you have questions about your grade please visit my office. **You must check your email daily.** I will communicate important course information to you via your **MIX email account**. You are responsible for checking your email regularly and coming to class informed and prepared.

COURSE REQUIREMENTS:

ATTENDANCE: If you are enrolled in this class, your regular attendance is assumed. Because this course depends on your active preparation for every class and your active involvement during every class meeting, regular and on time attendance and active participation are critical to your success. **Each student is allowed up to two absences.** A third absence will result in the loss of up to one letter grade for the course. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who miss 5 or more classes will fail the course. Arriving late will also impede your success in class. **Three late arrivals will be counted as an absence; if you are 15+ minutes late you will be recorded as absent.**

There are no excused absences (this includes illness, family issues, transportation challenges, athletics, extra-curricular activities, weather, etc.). Plan for the unexpected and use your absences wisely! If you miss class, you miss important, necessary material; obtain notes, handouts, and information from a classmate. Please keep track of your own attendance; if you notice it becoming a problem arrange a time to talk with me. This policy starts from the moment you are registered for the course. Students who wish to withdraw from the course must do so on their own using the STAR system.

CONFERENCE ATTENDANCE: As part of this course, you will be required to set up several mandatory conferences with me throughout the semester. Each conference will last between ten and twenty minutes. If you miss your conference you record an absence for the semester.

PARTICIPATION (10%): Participation includes coming to class prepared and on time, bringing all necessary materials, actively taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent on a daily basis. It also includes doing the reading and writing for each class. Just showing up is not participating. If necessary, participation also includes unannounced quizzes.

A: You are prepared for every class period and contribute to class discussion every (or almost every) day; this includes bringing the course materials on a daily basis. You have insightful and relevant contributions and go above and beyond an average engagement with the day's readings/activity. You respond to your peers comments and questions and help facilitate dialogue.

B: You are prepared for every class period and contribute to most class discussions; you usually have the course materials. Comments are relevant and insightful and demonstrate a careful reading of the texts assigned. You respond to other's comments on a regular basis and take on an active role in class activities.

C: You are typically prepared for class and contribute to class discussion approximately half of the time; you bring the course materials about half of the time. Sometimes your contributions are off-topic or prevent dialogue from moving forward. During group work, you take on a quiet role.

D: You rarely comment or add insight to class discussion; you rarely bring the course materials. You do not display your preparedness for class, which is reflected by class discussion and/or low quiz scores. You may show little interest in the material and are off task during class (reading non-relevant material, sending text messages, sleeping, etc.).

F: You arrive late to class, are unprepared for class discussion/activities, distract others, intentionally offend others, fail to follow the classroom policies and procedures and/or have missed 5 or more classes.

QUIZZES (10%): Unscheduled quizzes should be expected throughout the semester. Quizzes cannot be made up; missed quizzes (due to absence or tardiness) will be recorded as a zero. Quizzes ensure that you are reading the required material, help you gauge your reading practices, and help you prepare for exams. If you read *carefully*, you should pass the quiz. If you find that you are having trouble with this aspect of the course, despite reading/viewing the assigned materials, *come talk to me*. We can go over strategies for preparing for quizzes, reading critically, and retaining what you read.

SHORT WRITES (15%): For days marked "SW #" on the syllabus, you will write one well-developed paragraph that responds to the assigned prompt. Occasionally an alternative assignment will replace the typical SW format; instructions will be included in the specific SW assignment. There are 9 SWs, but only 8 SWs will be counted. This one drop should be saved for when you may need to miss class due to an illness or emergency. In addition, there are certain SWs that cannot be dropped. They are noted in the assignments below. If you complete all 9 SWs, the best 8 grades will be counted. Each individual assignment is listed in the course schedule.

SW Instructions: As you will see in the course schedule, you will be composing responses to prompts from/inspired by the texts we read this semester. For these assignments, your paragraph format should look something like this:

- **Topic Sentence/Thesis:** One to two sentences that clearly articulate the point/argument you are making in response to the prompt.
- **Explanation:** A couple of sentences that articulates the details of your argument and/or of the reading in your own words. Any specific ideas should be cited with MLA in-text citations.
- **Quotation/Example:** You should then present evidence to support your argument (from the primary text that you are analyzing, for example).
- **Interpretation:** This is where you clearly explain how the example/quotation connects to your main point of the paragraph that is articulated in the topic sentence/thesis statement of the SW. This is the most important part of an analysis paragraph. Do not assume that your reader will draw the same conclusions that you do. You must explain the connections you are making.
- **Conclusion:** A sentence that brings everything together and concludes the paragraph. In a formal paper, this would be a transition sentence.

SW Goals:

- Your paragraph is about one page in length, double spaced.
- Follows the standard of work as outlined in the syllabus (12 pt, Times New Roman font; 1" margins all around, proper heading, header on second page if necessary)
- Uses parenthetical page citations for all quotations or paraphrased information (see MLA in-text citations in *Easy Writer*).

- Movie, TV show, and book titles are properly formatted in italics and article titles in quotations.
- Follows proper paragraph structure as outlined above in “SW Instructions.”
- Thesis is clearly stated; paragraph begins with your analytical idea, not with summary or feelings.
- Paragraph is unified; all ideas and sentences relate to the thesis topic.
- Paragraph is coherent; sentences flow logically and smoothly into one another.
- Every paragraph must include a quotation or example from the text being analyzed.

Grading Scale:

- **4:** The entry presents a fully developed response, one that clearly responds to the question or prompt with insightful analysis as well as significant details to support this analysis.
- **3:** This entry has been written with considerable care and attention. It is developed and detailed but lacks precision and attention to detail. Aspects of the entry still need work and/or ideas need development.
- **2:** This entry is acceptable. The student needs to make more effort to address the question or prompt and/or develop a thoughtful and focused response.
- **1:** Student has made some effort to reply to the question or prompt, but basic fundamentals of writing and analysis need improvement. This entry may not address the prompt in its entirety.
- **0:** This entry does not achieve the minimum requirements of this assignment and/or does not respond to the prompt/question. It does not present a focused or thoughtful response.

301 MAJOR ASSIGNMENTS: ESSAYS, RESEARCH PROPOSAL, AND ANNOTATED BIBLIOGRAPHY:

- **PAPER 1, KAIROS ANALYSIS (10%):** Execute a rhetorical analysis focused on kairos; you will select your own primary text for this essay. You can **not** use a speech for this assignment.
- **PAPER 2, RHETORICAL ANALYSIS OF A DOCUMENT FROM YOUR FIELD (10%):** Complete a rhetorical analysis to examine a typical text in your field of study (excluding textbooks). For example, a student studying literature might select a short story by James Joyce or a journalism student might select a feature article.
- **PAPER 3, RHETORICAL ANALYSIS OF A SPEECH (10%):** Recognize rhetoric beyond the written word and analyze rhetoric in spoken word via a delivered speech.
- **RESEARCH PROPOSAL (5%):** Create a research-driven argument prompted by a social issue and related public policy. In your research proposal you’ll immerse yourself in resources that explore the issues related to the policy of your choice and develop a plan of action for your work. The proposal helps you to articulate the direction of and purpose for your research.
- **ANNOTATED BIBLIOGRAPHY (5%):** The Annotated Bibliography is an important step in creating your final paper; it will consist of at least 10 entries. An Annotated Bibliography is an alphabetical list of citations to books, articles, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Use the libguide for 102 for reminders of how to create an annotated bibliography: <http://libguides.wvu.edu/english102>
- **PAPER 4, RHETORICAL ANALYSIS OF CURRENT DISCOURSE AND PROPOSAL OF PUBLIC POLICY (25%):** This essay is the culmination of the work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience.

I will use the following criteria to evaluate your major writing assignments:

A	<i>Exemplary work.</i> The text demonstrates originality, initiative, and rhetorical skill. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and
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	attractive; genre conventions are effectively used; mechanics and grammar are correct. The text is well-edited, well-written, well-argued, and well-documented and requires no additional revisions.
B	<i>Good work.</i> The text generally succeeds in meeting its goals in terms of audience, purpose, and rhetorical skill without the need for further major revisions. The text may need some minor improvements in content, presentation, or writing style/mechanics.
C	<i>Satisfactory work.</i> The text is adequate in all respects, but requires some substantial revisions of content, presentation, or writing style/mechanics; it may require further work in more than one area. For instance, central ideas may generally be apparent, but may often lack adequate explanations, rhetorical analysis, or documentation necessary for different audiences and purposes.
D	<i>Unsatisfactory work.</i> The text generally requires extensive revisions of content, presentation, writing style, and/or mechanics. The writer has encountered significant problems meeting goals of audience, purpose, and acquiring command of rhetorical principles.
F	<i>Failing work.</i> The text does not have enough information, does something other than is appropriate for a given situation, or contains major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. A failing grade is also assigned to plagiarized work.

GRADE BREAKDOWN:

A+ → 100-98 B+ → 89-88 C+ → 79-78 D+ → 69-68 F → less than 60
A → 97-94 B → 87-84 C → 77-74 D → 67-64
A - → 93-90 B - → 83-80 C - → 73-70 D - → 63-60

PLEASE NOTE*:** The best way to be successful in this course is to do the readings, participate and attend class regularly, and complete *all* of the course assignments. ***Failure to complete the “major assignments” will result in failure of the course.

POLICIES AND PROCEDURES:

CLASSROOM BEHAVIOR: Our classroom is a community, and I expect professional, courteous behavior. This class will discuss a variety of opinions and ideas that you may or may not agree with or find interesting. Respect everyone and come to class curious, not hostile or indifferent. Turn off your electronic devices (including cell phones) before coming to class; there is to be absolutely no text messaging during class. All laptops, e-readers and music devices should remain in your bag unless you make prior arrangements. Do not bring your lunch to class; this is a discussion class and having food in the classroom is unacceptable. Treat your classmates as you wish to be treated; for example, try not to interrupt while others are speaking. Failure to observe these policies will result in an **F** in participation for the semester and possible removal from the class session.

LATE ASSIGNMENTS: Deadlines are non-negotiable after you’ve missed them. If you ever have a problem with understanding an assignment or meeting a deadline or if you are going to miss class on the day of a deadline, talk to me *at least 48 hours in advance of the deadline* and we may be able to negotiate an extension and/or arrange for submission of the assignment.

I will not accept late homework; this includes assignments *other than* the “major assignments” (see above). In the case of absence, you must turn in the homework assignment prior to the class meeting time or it will not be accepted. I will drop your lowest grade so you can miss one without penalty. Major assignments will be docked *at least* a full letter grade if they are late. Because I know things happen—PRT, printers breaking, etc.—I will count major assignments as on time if you put it in my mailbox by 4:00 pm the day it is due.

EMAIL AND ECAMPUS SUBMISSION: Assignments are not accepted via email unless the assignment calls for email submission or if you make *prior arrangements*. In cases where assignments require email or eCampus submission, students must meet deadlines. Excuses about email or computer failure are unacceptable; set delivery notification on the email if you are concerned. Make sure you attach your document in .doc or .rtf format; if I cannot open the document, it is late. All assignments must be sent to tpershin@mix.wvu.edu or properly posted on the course eCampus page.

When communicating via email (at school, at work, etc.) it is important to practice professional, courteous writing. Do so by honoring the conventions of the genre. Emails (in all communication other than that with a casual correspondent) should have an address (i.e. hello, dear, etc. and the addressee's name) and a signature (i.e. thank you, regards, etc. and your name), and be written using full sentences and proper grammar (*not* text-speak). Communicating with your professors via email is professional correspondence; please treat it as such.

STANDARD OF WORK (BASED ON THE MLA GUIDE):

- All work, *including daily assignments*, must be typed using MLA guidelines: 12 point Times New Roman font, double-spaced, with 1" margins.
- All assignments must use the appropriate heading: name, course title, instructor's name, assignment name, date. The heading should NOT be double spaced.
- Assignments longer than one (1) page must be stapled or clipped together.
- Include page numbers and your last name (in the header) on all assignments longer than one page.
- Carefully edit and proofread all texts to eliminate problems in grammar, spelling, and punctuation. Use spell-check and read your documents aloud so you can hear your errors.
- Do not fiddle with the physical appearance of an assignment in an attempt to achieve the illusion of length. This assumes that I cannot tell the difference between quantity and quality. A paper that is shorter than the assigned length but presented honestly will earn far more respect.
- ***Documents that do not meet these and other assignment-specific requirements will be dropped as much as one full letter grade.*** Pay attention to these details for handing in your FFN and final drafts. Superficial errors do not signify poor thinking; but they can indicate, for some readers, a lack of precision and nonchalance toward the task. You'll have to plan your writing process to make time for proofreading—printing a just-written paper 10 minutes before class time will not yield terrific results.
- I suggest that you purchase a writing handbook (such as *Easy Writer*) to aid your writing. These texts offer guidelines and activities to help you with mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process.

WVU WRITING CENTER is located in G02 Colson Hall. Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available.

Web address: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

PLAGIARISM/CHEATING: Academic dishonesty is wholly unacceptable and will be dealt with accordingly. Students are expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31 (<http://studentlife.wvu.edu/studentconductcode.html>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk to me. You are expected to submit your own original work. When you recycle your own past work or submit essentially the same paper in more than one class, you are self-plagiarizing. For instance, if you are repeating the class, you must talk to me about whether you may use a previous assignment as the basis for further revisions. If you are using a similar assignment for more than one class, permission must be obtained from me and the instructor of the other class. Permission is neither automatic nor guaranteed. Failure to disclose recycled or dual-submission work may result in an automatic F. Cheating and plagiarism are serious offenses that will result in failure of the assignment

and/or the course. Plagiarism cases will *always* be filed with the university. If you have questions about plagiarism/cheating or are confused by MLA please visit my office.

SOCIAL JUSTICE: I am committed to a classroom that strives to use inclusive language, minimize assumptions, emphasize respect of difference, honor privacy, and employ topics that allow but do not require exploration of gender, sex, sexuality, race, nationality, ability, class and so on. These topics make for productive, thoughtful, but sometimes tough discussions. If for any reason you find yourself feeling uncomfortable or offended (so much so that you cannot critically respond to the work) come and talk to me. I maintain an open door policy regarding such issues. My only request is that we participate in honest inquiry and respectful, informed debate. I will do my best to ensure that this classroom is a space where everyone feels comfortable and respected. Finally, if you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements.

DISABILITY AND ACCOMMODATION: If you have a disability that could affect your progress in this course, please contact the Office of Disability Services (www.wvu.edu/~socjust/disability/). ODS can be contacted at G30 Mountainlair, by phone at (304)293-6700 voice/TDD (304)293-7740, or email at access2@mail.wvu.edu. We can arrange to accommodate your learning style based on ODS recommendations. Please notify me at the semester's beginning of your learning needs.

COURSE SCHEDULE:

NOTE: *Rhetorical Analysis* is abbreviated as RA; *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices* is abbreviated as WWD. **Bring all assigned texts to class.** The “in class” section is a tentative schedule and will likely change based on the needs of the classroom and time restrictions; however, the “due” section will not change unless announced in advance.

<u>DATE</u>	<u>REQUIRED READING AND ASSIGNMENTS (DUE ON DATE LISTED)</u>
T., Jan. 10	<u>In class:</u> Introductions; discuss syllabus <u>Prepare for semester:</u> Be sure you can access our eCampus page. Reread the syllabus and address any questions during our next class meeting or via email.
R., Jan. 12	<u>Due:</u> Read RA chapter 1 and Appendices A, B & C (251-69). Read WWD Introduction. <u>In class:</u> Introduction to rhetoric. Discuss Paper 1. Familiarity with academic research?
T., Jan. 17	<u>Due:</u> Read RA chapter 2. SW #1: Respond to “For Further Discussion” on RA p. 8. Be sure to define critical terms in your response and present your position as an argument, not a personal statement. Also, begin working on SW #2. <u>In class:</u> Kairos analysis
R., Jan. 19	<u>Due:</u> Read ch. 2 “Poetics and Narrativity: How Texts Tell Stories” in WWD. SW #2 (can't be dropped; bring 2 copies to class): Five Potential Paper Topics: For this assignment write a brief description of five potential paper topics for Paper #1. Remember, you can not write about a speech for this assignment. Each description should be about a paragraph of three to five sentences. So, by the end of this assignment, you should have five paragraphs—one paragraph detailing each of your five potential paper topics. Each paragraph should detail some information about the primary text as well as why you are particularly interested in this topic. Although not

required, you might even consider including a vague comment on the kairos analysis you'll execute in relation to the primary text.

In class: Decide on paper topics; brainstorming. How are "telling stories" and kairos related?

T., Jan. 24

Due: Read RA chapter 3.

In class: Ethos, logos, pathos, topos, etc.

R., Jan. 26

Due: Complete draft of Paper 1; bring 2 copies to class.

In class: **Paper 1 peer review**

T., Jan. 31

Due: Revised version of Paper 1; bring a hard copy of Paper 1 to your conference. There should be evidence of writing and revision since peer review. Conferences are more productive when you come prepared; come up with a list of questions you have about the assignment, your essay, etc. The more complete your draft is, the more concrete our discussion will be.

In class: **Conferences**; formal class meeting cancelled.

R., Feb. 2

Due: **Paper 1.** Read ch. 10 "Rhetorical Analysis: Understanding How Texts Persuade Readers" in WWD.

In class: Introduce Paper 2. Discuss WWD reading.

T., Feb. 7

Due: Read RA chapter 6. Begin looking for the text you'll analyze for Paper 2.

SW #3: Select a print ad (i.e. not a commercial) from a newspaper, magazine, or the internet. Write a paragraph that makes an argument about the ideological assumptions of the ad. Is the ad rhetorically effective? Why or why not? Is the ad's effectiveness related to the ideological assumptions of the ad? Be sure to attach the ad to your SW.

In class: Ideology (logos); ideology in writing, advertising and speech.

R., Feb. 9

Due: Read RA chapter 8. Bring two texts you're considering for Paper 2 to class with you. (Remember, you can not use textbooks.)

In class: Discuss habit (ethos).

T., Feb. 14

Due: Read RA chapter 7.

SW #4 (can't be dropped): **Paper 2 Intro & Outline**

Introduction

This should be about the first two paragraphs of your paper. In general, a paragraph should be no longer than a page in length (double spaced). The first paragraph should have a catchy opening (something to draw your reader in), a clearly articulated thesis statement, and a clearly described methodology (How are you going to go about making your argument?).

Outline

The outline should outline the rest of your argument after the introduction. You may use numbers, letters, Roman numerals--whatever you like. You should outline the main point of each paragraph and the evidence you are going to use to support that main point--whether from research or examples from a primary source. Your outline should be in COMPLETE sentences and should be descriptive. In general the outline for each body paragraph should look like this:

I. Topic sentence (As would appear in your paper and articulates the major point of the paragraph)

- i. Evidence from primary source
- ii. Any other evidence.
- iii. Explanation of how the evidence ties to your thesis

In class: Discuss affect (pathos).

R., Feb. 16 Due: Read ch. 4 “Intertextuality: How Texts Rely on Other Texts” from WWD.

In class: Intertextuality. Research trails.

T., Feb. 21 Due: Complete draft of Paper 2; bring 2 copies to class. There are no required conferences for Paper 2; if you’d like to discuss your essay with me please schedule a conference.

In class: **Paper 2 peer review**

R., Feb. 23 (Midterm is Feb. 24) Due: Read RA chapter 4. Continue revising Paper 2.

In class: Introduce Paper 3. Form and genre.

T., Feb. 28 Due: **Paper 2.** Read ch. 11 “Speech Acts, Genres, and Activity Systems...” in WWD.

In class: Sample analysis in class. Introduce Proposal. Discuss ‘big picture’: proposal, annotated bibliography and Paper 4. Overlap of Paper 3 and Proposal—need to plan ahead and schedule working time wisely.

R., March 1 Due: Read RA chapter 5. Come prepared to discuss what speech you are considering for Paper 3—bring a list and/or descriptions with you. (Note: Pgs. 178-9 will be helpful as you compose Paper 3.)

In class: Discuss code-switching broadly. Current ideas for Paper 3?

T., March 6 Due: Read ch. 5 “Code-Switching and Second Language Writing...” in WWD. Draft Paper 3. What are you considering for Paper 4 (don’t forget you need to be working on the Proposal too)?

SW #5: Select a cultural text that displays *some form* of code switching—this does not necessarily need to be switching from first to second or tertiary languages. Write a paragraph that makes an argument about the code switching occurring in the text. How is the text an example of code-switching? Is there more than one code? How does code-switching rhetorically affect the text (if at all)? Are the author’s decisions regarding language, style, etc. related to audience? How do you know? Be sure to attach the text or a link to the text to your SW.

In class: Discuss code switching. Also, continue discussion and group brainstorming of topics for Paper 4.

R., March 8 Due: Read Utley, Ebony and Amy L. Heyse. “Barack Obama’s (Im)Perfect Union: An Analysis of the Strategic Successes and Failures in His Speech on Race.” *Western Journal of Black Studies*. 33.3 (2009): 153-163. (Database: Academic Search Alumni Edition) You should also begin composing your Proposal for Paper 4; this requires you to do some preliminary research on your topic. Revise draft of Paper 3.

SW #6 (can’t be dropped; bring 2 copies to class): **Five Potential Paper Topics:** For this assignment write a brief description of five potential paper topics for Paper 4. Each description should be about a paragraph of three to five sentences. So, by the end of this assignment, you should have five paragraphs—one paragraph detailing each of your five potential paper topics.

Each paragraph should detail some information about the issue and related policy as well as why you are particularly interested in this topic. Although not required, you might also include a working thesis statement.

In class: Workshop outlines. Discuss WWD reading.

T., March 13

Due: Complete draft of Paper 3; bring two copies to class.

In class: **Paper 3 Peer Review.** Also discuss your progress on Proposal for Paper 4 (due 3/22).

R., March 15

Due: Revised version of Paper 3; bring a hard copy of Paper 3 to your conference. We will also discuss your Proposal for Paper 4 during this conference. Conferences are more productive when you come prepared; come up with a list of questions you have about the assignment, your essay, etc. You should begin drafting your Proposal for Paper 4.

In class: **Conferences; formal class meeting cancelled.**

T., March 20

Due: **Paper 3.** Feel free to bring your laptop or eReader to class today. Or, if you prefer not to lug your electronics about, bring some of the sources you've been looking at regarding your topic for Paper 4 and the Proposal.

In class: Drafting day. Work on Proposal together. **Optional peer review of Proposal.** (If you plan to participate in the Proposal peer review bring a hard copy of your proposal with you.) Discuss library day meeting.

R., March 22

Due: **Proposal.**

In class: **Library day; meet in library as instructed.** Turn in your Proposal at the beginning of class and pick up the worksheet for the day. Return to the designated meeting place at the end of the class period with completed worksheet.

March 26-30

Spring Break

T., April 3

Due: Read Marietta, Morgan. "From My Cold, Dead Hands: Democratic Consequences of Sacred Rhetoric." *Journal of Politics*. 70.3 (2008): 767-779. (Database: Academic Search Alumni Edition) Finish a draft of Annotated Bibliography.

SW #7: At the end of chapter 6 of RA we learned a bit about the fifth rhetorical canon, memory. To help you prepare for Paper 4 write a paragraph that addresses the way(s) that memory affects your issue/policy. What "public memories" have shaped the view of the issue? What "common beliefs, commonly invoked sentiments, commonly read texts" shape the public perception of your issue (207)? How do these texts reflect/embrace/challenge ideology(ies)? Cite any outside information using MLA.

In class: Review requirements for Paper 4. Rhetorical analysis of current rhetorics. Workshop current annotations.

R., April 5

Due: Complete draft of Annotated Bibliography; bring 2 copies to class.

In class: Annotated Bibliography peer review

T., April 10

Due: **Annotated Bibliography.** Continue drafting Paper 4. Begin working on Paper 4 introduction and outline.

In class: Drafting day. Feel free to bring your laptop to class with you today. Alternatively, bring your sources for Paper 4 with you in order to begin drafting SW 8 in class.

R., April 12

Due: SW #8 (can't be dropped; bring 2 copies to class): **Paper 4 Intro & Outline**

Introduction

This should be about the first two paragraphs of your paper. In general, a paragraph should be no longer than a page in length (double spaced). The first paragraph should have a catchy opening (something to draw your reader in), a clearly articulated thesis statement, and a clearly described methodology (How are you going to go about making your argument?). It should also connect both parts of the paper: the rhetorical analysis and your argument regarding the policy.

Outline

The outline should outline the rest of your argument after the introduction. You may use numbers, letters, Roman numerals--whatever you like. You should outline the main point of each paragraph and the evidence you are going to use to support that main point--whether from research or examples from a primary source. Your outline should be in COMPLETE sentences and should be descriptive. In general the outline for each body paragraph should look like this:

- I. Topic sentence (As would appear in your paper and articulates the major point of the paragraph)
 - i. Evidence from primary source
 - ii. Any other evidence.
 - iii. Explanation of how the evidence ties to your thesis

In class: Workshop outlines.

T., April 17

Due: Complete draft of Paper 4. Bring a hard copy of Paper 4 to your conference. Conferences are more productive when you come prepared; come up with a list of questions you have about the assignment, your essay, etc.

In class: **Conferences; format class meeting cancelled.**

R., April 19

Due: Complete draft of Paper 4; bring 2 copies to class.

In class: **Paper 4 peer review**

T., April 24

Due: Revise Paper 4.

SW #9 (can't be dropped): **Rhetorical Reflection:** Compose a paragraph in which you explain *how* you used various rhetorical strategies in the second part of Paper 4 (your argument regarding a policy). Your goal in this SW is to display that you've *consciously* addressed rhetorical canons and appeals in making your argument. Cite specific passages from your essay to support your argument.

In class: SEIs. Course wrap-up.

R., April 26

Due: **Paper 4**

In class: No formal class meeting; Paper 4 due in G03 Colson Hall from 1:00-2:15.

Finals Week:

Paper 4 will be returned during finals week; time and date TBD.