

**RHETORIC 105: WRITING AND RESEARCH
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**

Course: Rhet 105

Course Website: <https://learn.illinois.edu>

Section #: X2

Instructor: Dr. Kristi McDuffie

Semester: Fall 2020

Email: kmcduff@illinois.edu

Meeting Days/Time: 11:00-11:50am MWF **Office Hours:** T 10-11am and by appt, via Zoom

COURSE DESCRIPTION

Rhetoric 105: Writing and Research offers instruction in research-based writing and the construction of academic, argumentative essays that use primary and secondary sources as evidence. This course satisfies the General Education Criteria for: Composition I. Credit is not given for both RHET 105 and any of these other Comp I courses: RHET 101, RHET 102, CMN 111 or CMN 112. Prerequisite: an ACT English score between 20-33 or an SAT EBRW score between 520-700. Credit: 4 credit hours. IAI: This course may fulfill the C1 901R requirement under the Illinois Articulation Initiative transfer guidelines. You must receive a C or better in the course in order to receive IAI credit.

In this course, we will learn about writing and research processes, particularly with an emphasis on writing rhetorically, entering academic conversations, and writing with sources.

COURSE STRUCTURE AND TECHNOLOGY

This section of Rhet 105 consists of both synchronous and asynchronous online instruction. This course is administered through the course management system Moodle at learn.illinois.edu. Moodle is where you will obtain your course materials, like directions and assignment sheets, and submit assignments, from major essays to small discussion posts and quizzes.

The synchronous portion of the class will take place over Zoom at [Illinois.zoom.us](https://illinois.zoom.us). We will meet 1-2 times per week during our scheduled course time on Mondays and Wednesdays, and primarily on Mondays; we will only use the Friday course times for individual and group conferences.

The course calendar, including all details about assignments, meeting times and links, and more, are on Moodle. Check our Moodle site and your UIUC email daily to make sure you stay on track with the course and receive regular updates.

STUDENT LEARNING OUTCOMES (SLOs)

Upon completing this course, students will be able to:

1. Identify and explain the role rhetorical appeals and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.

4. Locate, accurately cite (through summary, paraphrasing, and quoting), and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

COURSE TEXTS AND PURCHASING INFORMATION

Undergraduate Rhetoric Program. *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois*. 3rd Ed. Urbana: The University of Illinois, 2020. E-text.

The in-house textbook *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois* is our primary course text and is required for this course. Purchase this text through the University of Illinois Webstore at <http://go.illinois.edu/RHET> using your netid. Once purchased, access the textbook at <https://etext.illinois.edu/>.

Other readings as assigned will be available on our course Moodle site.

TYPES OF ASSIGNMENTS/REQUIREMENTS, MAJOR ESSAYS, AND DUE DATES

In Rhetoric 105, you will complete at least 25 pages of writing that undergo the drafting and revision process. The following table shows the writing assignments, page requirements, SLOs addressed, due dates, and percentage of the final course grade.

Requirement	Minimum # of Pages	SLOs Met	% of Final Course Grade	Due Date
Exploratory Essay (informal exploration of possible topics for the research inquiry in this class, incl. potential sources)	3	1, 2	5%	9/14
Source Analysis (rhetorical analysis of two sources in an academic conversation, including audience, rhetorical situation and rhetorical appeals)	4	1, 2, 4, 5	10%	10/16
Annotated Bibliography (annotated bibliography of secondary sources related to the chosen academic conversation; includes citations, summaries, and evaluations of four scholarly articles)	4	4	15%	10/23
Synthesis Essay (essay describing, summarizing, and synthesizing at least six sources entering the chosen academic conversation)	6	1, 2, 3, 4, 5	20%	11/13

Position Essay (cumulative argumentative research essay taking a stance within the academic argument entered in the synthesis essay)	8	1, 2, 3, 4, 5	25%	12/11
Peer Review and Drafts (complete drafts and peer workshop for each major assignment listed above)		5	10%	Various Dates
Low-Stakes Assignments (quizzes, discussion posts, worksheets, reading responses, etc.)		5	10%	Various Dates
Participation and Attendance at Synchronous Sessions			5%	Various Dates

Major Essays: Each major essay utilizes several skills that we are building in this class. Detailed directions will be available closer to the due date. **Note that all major essays must be satisfactorily completed to earn credit for this class.**

Peer Review and Drafts: Since a central concern of this class is actively participating in the writing process (SLO 5), all major writing assignments will require a draft, which will undergo peer workshop, receive comments from me, or both. Each draft will often undergo the peer review process, whereby you will provide feedback and revision suggestions to two of your peers. In addition to the full draft, there will often be multiple pieces of the process due, such as idea generation, thesis statements, conclusions, author's notes, revision plans, and more. These items are included in the overall course grade to show that this work is valued.

Low-Stakes Assignments: Low-stakes assignments include knowledge-check quizzes based on readings that are automatically assessed through Moodle; in-class writing, worksheets, and small group work completed during synchronous classes; and discussion forum posts completed asynchronously. All of this work scaffolds the learning goals for the course and does contribute to the overall course grade.

Participation and Attendance: Active participation in all aspects of this course is essential to your success in Rhetoric 105. Attendance at all synchronous class sessions is expected and is part of your overall course grade. (Absences excused per the Student Code of Conduct are not counted.) Please contact me immediately if there is anything preventing you from attending these sessions so we can troubleshoot the issue. For example, the University has technological support if you are having trouble with equipment, broadband access, and more. Participation additionally includes more than speaking during these synchronous classes; it also means contributing as a member of our writing community through discussion forums, peer review, and more.

For students who add the course after the beginning of the semester: you are still required to complete all assignments and work since the beginning of the semester.

GRADING POLICY

Major assignments will be graded on a 100-point scale corresponding to letter grades based on the below table. The final course grade will be calculated using a weighted average according to the above table. Most low-stakes work, including peer-review and drafts, will be graded on a credit/no-credit basis. All assignments will be weighted together for the final course grade according to the above percentages.

This is the scale that will be used to convert numerical grades (percentages) to letter grades, both for individual assignments and your final course grade:

Percentage	Letter Grade
98.0-100.0	A+
93.0-97.9	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D
60.0-62.9	D-
Below 59.9	F

ASSIGNMENT SUBMISSION POLICY

Unless directed otherwise, submit formal writing assignments in double-spaced, 12-point Times New Roman font, with page numbers to the appropriate assignment tool on Moodle. In this course, we will follow the citation guidelines set forth by either the Modern Language Association (MLA) or the American Psychological Association (APA). The University of Illinois Library and the Purdue OWL both contain useful citation resources.

Please be conscientious about file types and file names. Submit files in Word format (.doc, .docx, or .rtf) (I cannot open .pages documents). Other file types, such as .pages, .wps, and .pdfs, are not accepted unless directed otherwise. If I cannot open a document, because of a file type or because it is corrupted, it does not count as submitted.

UIUC students have access to Microsoft Office 365 for free, so download Word here:

<https://techservices.illinois.edu/services/office-365/details>.

DEADLINES AND LATE WORK

If you are unable to meet a particular deadline, ask for an extension in advance. I am happy to work with you, but receiving accommodations does require good communication practices. Otherwise, major assignments will incur a 1/3 letter grade deduction per each business day late. Minor assignments may be accepted late on a case-by-case basis.

ACADEMIC INTEGRITY AND DOCUMENTATION

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, use a documentation style, such as MLA or APA (see our textbook or The Purdue Online Writing Lab at <http://owl.english.purdue.edu/> for guidance) to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include: submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments, to failing the class and even, in severe cases, suspension from the University.

Often unintentional plagiarism happens when students are unclear about documentation expectations, so please see me when you are confused. Intentional plagiarism often happens when students feel desperate, so also contact me when you are confused or in a crunch, rather than resort to unethical measures that can severely impact your academic success.

STUDENTS AND ACCOMMODATION

I am committed to making this class as accessible as possible. If there is anything I can do to make this class environment or my learning materials more accessible to you, please let me know. Furthermore, if you have a disability that requires accommodation in order for you to be successful in this class, please contact me and the Division of Disability Resources and Educational Services (DRES) as soon as possible to obtain disability-related academic adjustments and/or auxiliary aids. You can contact DRES at 1207 S. Oak St., Champaign, (217) 333-1970, or via email at disability@illinois.edu. If you already have accommodations through DRES, please contact me confidentially as soon as class begins so that we can make arrangements in advance.

RESPECTFUL BEHAVIOR POLICY

Student behavior in all areas, including and beyond class discussion and student writing, must be respectful. Everyone should be considerate of other students' feelings, use appropriate language, and make points without being combative or confrontational. Students should not discriminate against others on the basis of sex, sexual orientation, gender, race, color, religion, ancestry, national origin, marital status, disability, age, military status, or status as a veteran. Curiosity, along with sensitivity, is necessary to build a fruitful writing community. Listen to

one another, ask questions, and explain disagreements without attacking others. Disrespectful or disruptive behavior will not be tolerated, and the instructor reserves the right to ask students to leave an activity or synchronous class. Students asked to leave will be counted as absent and/or lose credit for the relevant activity.

STUDENT SUPPORT

College students sometimes face challenges, from mental health concerns to housing and food instability to personal emergencies and more. The COVID-19 pandemic has introduced further complications, such as barriers to technology, family needs, and more. There are a number of resources at the University that can help you with these challenges. For example, the Counseling Center (<https://www.counselingcenter.illinois.edu/>) helps students cope with difficult emotions and life stressors, including depression. Technology Services (<https://techservices.illinois.edu/>) supports students through technological challenges.

For most issues, the Student Assistance Center (SAC) in the Office of the Dean of Students will be the best place for you to seek support and referrals to campus and/or community resources. You can reach out to the Dean on Duty (<https://odos.illinois.edu/community-of-care/student-assistance-center/>) to talk to someone or make a referral if you are worried about a classmate (<https://odos.illinois.edu/community-of-care/referral/>). Please know that I am always looking out for my students and may reach out to you and/or submit a Community of Care referral if it seems like additional resources might be helpful. A referral is not invasive, but rather a gesture of concern about your wellbeing. From everyday anxieties to more serious issues like assault or death of a loved one, we all occasionally need direction and support.

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found in the Confidential Resources section of the We Care site: wecare.illinois.edu. Other information about resources and reporting is also available at the We Care website.

WRITERS WORKSHOP

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors—some of whom are current or former RHET instructors—can help with any kind of paper, in any class, at any stage of the writing process. Tutors can help students with anything related to their writing, including brainstorming, organizing, grammar, citing sources, and more. Bring a draft to revise or come for help with getting your ideas together. The Workshop is currently offering online tutoring by appointment. You can schedule a 50-minute appointment by visiting <https://writersworkshop.illinois.edu/>. The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills.

COURSE SCHEDULE

Date	Assignments / Activities
	<p><i>Assignments are due on the date they are listed. For example, you should be prepared to discuss the I-Write Chapter One, "Introduction" on August 28.</i></p> <p><i>This calendar is subject to change according to the progression of the course; students will be notified in writing of any changes.</i></p>
WEEK ONE: COURSE INTRODUCTION AND PROCESS	
Mon. Aug. 24	<p>Topic: Course Introduction</p> <p>Homework: None</p> <p>Activities: Read Syllabus Take Syllabus Quiz Post Course Introductions on Discussion Forum Purchase <i>I Write</i> and Visit E-text</p>
Wed. Aug. 26	<p>Topic: Introduction to Academic Writing</p> <p>Homework: Read <i>I Write</i> Introduction, "Why Are We Here and Where Are We Going?"</p> <p>Activities: Take Student Learning Outcomes Quiz Respond to Writing Prompt 2 (<i>I Write</i> Introduction)</p> <p>Meet with Synchronous Class</p>
Fri. Aug. 28	<p>Topic: Writing as a Process</p> <p>Homework: Read <i>I Write</i> Chapter One, "From Here to There and Back Again: Writing as a Process"</p> <p>Activities: Take Process Quiz Respond to Writing Prompt 3 on E-text (<i>I Write</i> Chapter One) Map Your Writing Process on Discussion Forum</p>
WEEK TWO: BEGINNING RESEARCH	
Mon. Aug. 31	<p>Topic: Introduction to Exploratory Essay</p> <p>Homework: Read "Looking for Troubles: Finding Your Way into a Writing Assignment" (on Moodle)</p> <p>Activities: Introduce Exploratory Essay and Evaluation Criteria Review the Brainstorming a Research Topic for Your Exploratory Essay Handout Work on the Generating Topics Worksheet Work on the Topic Invention and Brainstorming Worksheet</p>
Wed. Sep. 2	<p>Topic: Prepare for Peer Review</p> <p>Homework: Review the parts in <i>I Write</i> Chapter One about peer review. Review parts in <i>I Write</i> about research questions.</p> <p>Activities: Present mini-lesson on peer review (Moodle) Lead discussion on peer review, including asking about prior experiences with peer review, presenting sample comments (helpful and unhelpful) Share examples of peer review (<i>I Write</i>, Moodle)</p>
Fri. Sep. 4	<p>Topic: Exploratory Essay Drafting</p> <p>Homework: Read Monsen - Early Research Process in the Habits and Mental Health of College Students (Moodle)</p>

	<p>Activities: Discuss Sample Essay Present mini-lesson on research questions (use material from <i>I Write</i>) Workshop Research Questions Post Questions to Q & A Forum</p>
*Sept. 4 is the add/drop date for students through self-service	
WEEK THREE: EXPLORATORY ESSAY AND REVISION	
Mon. Sep. 7	No Class – Labor Day
Wed. Sep. 9	<p>Topic: Peer Review Homework: Exploratory Essay Draft Due Activities: Complete Two Peer Reviews of Exploratory Essay</p>
Fri. Sep. 11	<p>Topic: Revision Homework: Review material on revision in <i>I Write</i> Chapter One and Review the peer review feedback Activities: Make Revision Plan/ Fill out Revision Worksheet Review MLA Format Work on Song Summary and Quote Worksheet</p>
WEEK FOUR: RHETORICAL CONCEPTS	
Mon. Sep. 14	<p>Topic: Rhetorical Concepts Homework: Exploratory Essay Final Draft Due Read <i>I Write</i> Chapter Two, "Not Mere Rhetoric: Why Rhetorical Writing Matters" Activities: Take Introduction to Rhetoric Quiz Carroll, Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis (Moodle) Take Steps Toward Rhetorical Analysis Quiz Model Applying Rhetorical Concepts Work on Planning for Genre and Rhetorical Situation Worksheet</p>
Wed. Sep. 16	<p>Topic: Rhetorical Analysis Homework: Read <i>I Write</i> Chapter Two, "Patterns that Persuade: The Rhetoric of Genre" Activities: Take Genre Quiz Conduct Rhetorical Analysis based on Writing Prompt 1 or 2 in <i>I Write</i> Chapter 3</p>
Fri. Sep. 18	<p>Topic: Introduce Source Analysis Essay Homework: Read Green - A Rhetorical Analysis of "FML: Millennials Are Screwed" (E-text) and Park - Examining the Use of Rhetorical Appeals in the Nuclear Energy Debate (Moodle) Activities: Review Source Analysis Prompt and Rubric Discuss Sample Essays Complete Invention Activity for Source Analysis Essay</p>
WEEK FIVE: RESEARCHING SOURCES	
Mon. Sep. 21	<p>Topic: Starting the Research Process Homework: Read <i>I Write</i> Chapter Five, "Beyond Google: Researching as a Scholar" - through Secondary Sources section Activities: Take Introduction to Research Quiz Respond to Writing Prompt 1 and/or Writing Prompt 2 (<i>I Write</i> Chapter Five)</p>

Wed. Sep. 23	<p>Topic: Library Instruction</p> <p>Homework: Fill out the Dissecting your Research Question Worksheet</p> <p>Activities: Host Librarian for Undergraduate Library Instruction Or Complete Undergraduate Library Instruction Lesson Take Library Database Searching Quiz</p>
Fri. Sep. 25	<p>Topic: Continuing the Research Process</p> <p>Homework: Read <i>I Write</i> Chapter Five, “Beyond Google: Researching as a Scholar” - remaining part</p> <p>Activities: Complete Evaluating and Using Sources Quiz Report on or post results of Initial Research Search</p>
WEEK SIX: INTEGRATING SOURCES	
Mon. Sep. 28	<p>Topic: Documenting Sources</p> <p>Homework: Read <i>I Write</i> Chapter Nine, "Citing and Documenting Like a Researcher"</p> <p>Activities: Review the Summarizing and Quoting Worksheet Responding to Writing Prompt 2 (<i>I Write</i> Chapter Seven) Complete Citation Exercise Worksheet Draft Works Cited Page</p>
Wed. Sep. 30	<p>Topic: Using Sources as Evidence</p> <p>Homework: Read <i>I Write</i> Chapter Seven, "Making Claims and Supporting Them with Evidence"</p> <p>Activities: Complete Supporting Arguments with Evidence Quiz Review the Summarizing and Quoting Worksheet Present mini-lesson on Thesis Statements Respond to Writing Prompt 2 (<i>I Write</i> Chapter Five) Work on Analyzing and Synthesizing Sources Worksheet</p>
Fri. Oct. 2	<p>Topic: Source Analysis Essay Drafting</p> <p>Homework: Read Rosenberg, “Reading Games: Strategies for Reading Scholarly Sources” (Moodle)</p> <p>Re-review the Sample Source Analysis and Draft Essay</p> <p>Activities: Present mini-lesson on thesis statements Discuss Reading Scholarly Journal Articles Workshop Thesis Statements Work on the Reading and Responding to Journal Articles Worksheet</p>
WEEK SEVEN: REVISION	
Mon. Oct. 5	<p>Topic: Peer Review</p> <p>Homework: Source Analysis Essay Draft Due</p> <p>Activities: Complete Two Peer Reviews of Exploratory Essay</p>
Wed. Oct. 7	<p>Topic: Revision</p> <p>Homework: Review material on revision in <i>I Write</i> Chapter One and review the peer review feedback</p> <p>Activities: Read Lesson on Introductions and Conclusions (includes Quiz) Make Revision Plan Revise Introduction and Conclusion of Source Analysis Essay Fill out Revision Worksheet</p>

	Revise Source Analysis Essay
Fri. Oct. 9	Topic: Day Off or Catch-Up Day Homework: Activities:
WEEK EIGHT: ANNOTATED BIBLIOGRAPHY	
Mon. Oct. 12	Topic: Introduce Annotated Bibliography Homework: Read <i>I Write</i> Chapter Six, “Working with Sources: Creating Data Sets” Activities: Review Synthesis Essay Prompt and Rubric and Annotated Bibliography Prompt and Rubric Respond to Writing Prompt 2 (<i>I Write</i> Chapter Six)
<i>*Oct. 13, 2pm, is the deadline for faculty to input midterm grades for first-year students.</i>	
Wed. Oct. 14	Topic: Conducting Research Homework: Read Erickson – Annotated Bibliography on Animal Testing (E-Text) and Zhang – Annotated Bibliography on Bike-Sharing in Shanghai (Moodle) Activities: Discuss Sample Annotated Bibliographies Work on Identifying Evidence Worksheet Write First Annotation, including Citation
Fri. Oct. 16	Topic: Conducting Research Homework: Source Analysis Essay Final Draft due Revisit Library Instruction and I Write Research Chapters as Needed Activities: Conduct Additional Research Write Second Annotation, including Citation
<i>*Oct. 16 is the deadline for students to drop a course through self-service without a grade of W (for Withdrawal) on their transcripts. After this date, students may petition for a late drop through their college office, although this drop usually includes the W. Oct. 16 is also the deadline to apply for a grade replacement for students who are retaking a course.</i>	
WEEK NINE: WRITING WITH SOURCES	
Mon. Oct. 19	Topic: Peer Review Annotated Bibliography Homework: Complete Draft of Annotated Bibliography Due Activities: Complete Two Peer Reviews of Annotated Bibliography
Wed. Oct. 21	Topic: Revision Homework: Review material on revision in <i>I Write</i> Chapter One and Review the peer review feedback Activities: Make Revision Plan Work on Paragraph Revision Worksheet Fill out Revision Worksheet Revise Annotated Bibliography
Fri. Oct. 23	Topic: Annotated Bibliography Final Due Homework: Annotated Bibliography Final Due Activities: Day Off or Catch-Up Day
WEEK TEN: ACADEMIC CONVERSATIONS	
Mon. Oct. 26	Topic: Joining an Academic Conversation Homework: Read <i>I Write</i> Chapter 4, "Entering Academic Conversations" Activities: Complete Entering Academic Conversations Quiz

	Respond to Writing Prompt 1 (<i>I Write</i> Chapter 4) Sign up for Conferences to be held following week
Wed. Oct. 28	Topic: Introduction to Synthesis Essay Homework: Read Oliver – The Pauper and the Prince (E-Text) and Monsen - Synthesizing Sources on Mental Illness Stigma (Moodle) Activities: Discuss Sample Essays Complete Analyzing and Synthesizing Sources Worksheet
Fri. Oct. 30	Topic: Academic Conversations Continued Homework: Work on Synthesis Essay Activities: Work on Academic Conversations Worksheet Work on Organizing a Conversation Worksheet
WEEK ELEVEN: INDIVIDUAL CONFERENCES	
Mon. Nov. 2	Individual Conferences
Wed. Nov. 4	Individual Conferences
Fri. Nov. 6	Individual Conferences
WEEK TWELVE: REVISION	
Mon. Nov. 9	Topic: Peer Review Homework: Synthesis Essay Draft Due Activities: Complete Two Peer Reviews of Synthesis Essay
Wed. Nov. 11	Topic: Revision Homework: Review material on revision in <i>I Write</i> Chapter One and Review the peer review feedback Activities: Write Reverse Outline Make Revision Plan/Fill out Revision Worksheet
Fri. Nov. 13	Topic: Synthesis Essay Final Due Homework: Synthesis Essay Final Due Activities: Day Off or Catch-Up Day
WEEK THIRTEEN: ARGUMENTATION	
Mon. Nov. 16	Topic: Introduction to Position Essay Homework: Read <i>I Write</i> Chapter Eight: "Structuring Argumentative Essays, Or, Cats on Mars" Activities: Complete Structuring Persuasive Essays Quiz Respond to 3 of the 5 Writing Prompts (<i>I Write</i> Chapter Eight)
Wed. Nov. 18	Topic: Academic Argumentation Homework: Read TWO of the sample Position Essays on <i>I Write</i> (E-text) 1. Zheng – Gentrification’s Toll on Schooling 2. Barrera – Latinas In Higher Education by Rosaria 3. Gregory – Vaping Isn’t Really Dangerous and the Sky is Orange 4. Another Researched Argument of your choosing Activities: Discuss Sample Essays Work on Aristotelean Model Worksheet or Rogerian Model Worksheet

Fri. Nov. 20	Topic: Academic Argumentation Homework: Revise thesis statement material Activities: Workshop Thesis Statement Complete Organization Map
WEEK FOURTEEN: THANKSGIVING BREAK	
Mon. Nov. 23	Thanksgiving Break - No Class
Wed. Nov. 25	Thanksgiving Break - No Class
Fri. Nov. 27	Thanksgiving Break - No Class
WEEK FIFTEEN: REFLECTION	
Mon. Nov. 30	Topic: Peer Review Position Essay Homework: Position Essay Draft Due Activities: Complete Two Peer Reviews of Position Essay
Wed. Dec. 2	Topic: Revision Homework: Review material on revision in <i>I Write</i> Chapter One and Review the peer review feedback Activities: Make Revision Plan/Fill out Revision Worksheet
Fri. Dec. 4	Topic: Reflective Writing Homework: Read "Reflective Writing and the Revision Process" (on Moodle) Activities: Introduce Reflection Assignment Review sample reflective writing in-class
WEEK SIXTEEN: REFLECTIVE WRITING	
Mon. Dec. 7	Topic: Class wrap-up Homework: Activities: Complete Teaching Evaluations Review Rhetoric Program Student Essay Contest Answer Questions about Reflection Assignment and Position Essay
Wed. Dec. 9	Topic: Class wrap-up (Last Day of Class) Homework: Activities: Answer Questions about Reflection Assignment and Position Essay
Fri, Dec. 11	Final Draft off Position Essay Due
	Reading Day is Thurs, Dec. 10 Finals are Dec. 11-18 Grades are Due by TBD, 2pm

Exploratory Essay Prompt

3 pages, 5% of course grade

First draft due:

Final draft due:

Course Learning Objectives Assessed

2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
4. Locate, accurately cite (through summary, paraphrasing, and quoting), and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Purpose

So far, we've started thinking about research and writing as inter-related processes of invention, inquiry, investigation, drafting, and revision that all happen within a rhetorical context (in our case, in the community of our class). This Exploratory Essay is a step in the research process, which we will be engaging in throughout the course. This assignment invites you to think through the complexities and possibilities of your topic in writing. This assignment may appear to be relatively straightforward, but give yourself enough time to think and write so that you are well set-up for the remainder of the semester.

Task

For this 3-page assignment, explore a topic or public issue that you are interested in to form the basis of your research and major paper assignments for the 8-week course. Summarize what you already know about your chosen topic, what you have found out so far, and what you still need to know. Don't worry about having solid answers to your questions. It's okay to leave some unanswered as you will have the rest of the course to explore. The purpose of this paper is to give your major writing assignments a starting focus.

Process

First, choose a question, problem, or issue that perplexes or interests you. Problems without clear answers and that you would like to know more about will be the most engaging to write about. The issue doesn't need to be huge or earth-shattering; in fact, more specific and localized questions will create better essays.

Second, do some preliminary research on your issue. Do a few quick searches in the news and on other websites to see what conversations are taking place about this topic and to help you narrow your focus. What questions are being raised? What questions do you have? Ultimately, your goal is to brainstorm several research questions that can guide your research over the semester. Do NOT choose a question that you have a well-supported stance on. Your research questions should motivate you to do research and develop an argumentative stance through your analysis.

Third, write up your thoughts in the exploratory essay. Your essay should cover the following areas:

- Why this issue? How will you move forward?
 - Why are you interested in this topic, issue, or problem? What makes this topic unique to you? Do you have previous experience with it?
- What research have you done so far?
 - Be specific. Where did you look (not just "the internet")? What particular pieces have you found? Where were they published, who were the authors, and what were their stances? Are both academic and non-academic sources available on this topic? What academic fields are writing about this?
- What do you need to do to move forward?
 - What will you need to do after this initial exploration? What seems most challenging to you about this topic? After this initial search, how committed to your opinion are you on this issue? How prepared are you to find research that challenges your current beliefs? Will you be able to represent multiple points of view and a variety of research on this issue?

Remember, the purpose of the exploratory essay is not to find answers but to develop informed research questions. At the end of your essay, **provide at least three research questions** that can guide your research for this semester.

Tips for Success

- Your research questions should be specific enough to be covered in 8-9 pages, the length of your position paper due later in the semester. They should be a complex, open-ended question that cannot be answered with a simple yes or no (in other words, not a fact-based question). The questions should require research and analysis to answer them.
- While this essay can contain a more informal tone, it still needs to have a logical organization and contain paragraph unity. That is, each paragraph should still have one central focus and the essay overall should flow logically from one paragraph to the next.

Audience

While your readers will include your classmates and the instructor (so that they can give you feedback on your thinking and topic thus far), your audience ultimately includes yourself and your future self. In other words, by thinking through these research ideas now, you are helping your future self-engage more clearly and thoroughly in the research process.

Formatting Guidelines

Double spaced, 12-point Times New Roman font, 1-in margins on all sides.

Citation Guidelines

Information that is not your own (including language from your chosen text) must be cited within the text of your paper and the Works Cited page according to MLA or APA style (or another citation style approved by me).

Evaluation Criteria

This essay will be assessed based on how well it achieves its intended goals pertaining to exploring a potential research issue and developing potential research questions. See the essay rubric for details on the evaluation categories.

Exploratory Essay Rubric

Criteria	Incomplete	Needs Development	Satisfactory	Strong	Polished
Topic Exploration	(0 points)	Essay features little discussion of issues arising from some preliminary research; essay represents little engagement with the beginning of research process around topic. (22 points)	Essay features limited discussion of issues arising from some preliminary research; essay represents limited engagement with the beginning of research process around topic. (26 points)	Essay features clear discussion of issues arising from preliminary research; essay represents a clear engagement with the beginning of research process around topic. (30 points)	Essay features thorough and thoughtful discussion of issues growing from strong preliminary research; essay represents a sophisticated, creative engagement with the beginning of research process around topic. (35 points)
Research Questions	(0 points)	Essay offers one or no investigable, open-ended, possible research questions. (22 points)	Essay contains at least two investigable, open-ended, possible research questions. (26 points)	Essay contains three investigable, open-ended, possible research questions. (30 points)	Essay contains three sophisticated, investigable, open-ended research questions. (35 points)
Organization & Paragraph Unity	(0 points)	Essay organization does not follow a logical essay structure; paragraphs do not have unity and transitions. (6 points)	Essay organization mostly follows a logical essay structure; paragraphs mostly have unity and transitions. (7 points)	Essay organization follows a logical essay structure; paragraphs have unity and transitions. (8 points)	Essay organization is thoughtful and clear; paragraphs have strong unity and transitions. (10 points)
Editing & Proofreading	(0 points)	Essay contains distracting errors that prevent readability, indicating that it is not edited or proofread. (6 points)	Essay is not well-edited and proofread, containing a number of grammatical and mechanical errors. (7 points)	Essay is mostly well-edited and proofread, containing relatively few grammatical and mechanical errors. (8 points)	Essay is well-edited and proofread, containing few grammatical and mechanical errors. (10 points)
Documentation	(0 points)	Sources are not well-cited and well-	Sources are mostly well-cited and	Sources are mostly well-	Sources are carefully cited and

		documented throughout. (6 points)	well-documented throughout. (7 points)	cited and well-documented throughout. (8 points)	documented throughout. (10 points)
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Source Analysis Prompt

4-5 pages, 10% of course grade

First draft due:

Final draft due:

Course Learning Objectives Assessed

1. Identify and explain the role rhetorical appeals and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Purpose

So far, we have discussed and analyzed rhetorical appeals in the context of both textual and visual rhetoric. This essay asks you to apply those skills to two argumentative texts of your choosing about your research topic, and to make an argument about how your selected texts communicate rhetorically to appeal to their intended audiences. Not only will this assignment help you hone your analytical and close reading skills, but it will also help you think about the importance of considering context and audience in your own writing. One of the first major steps in building on your skills as a writer is becoming conscious and aware of how arguments are made and what makes them persuasive. This will help you improve your ability to incorporate effective rhetoric into your own writing.

Task & Process

For this 4-5 page assignment, choose two argumentative pieces of rhetoric relevant to your research question. **One source should be a scholarly, peer-reviewed journal article and one source should be a long-form magazine article (e.g. an article published in the *Atlantic* or a *New York Times* editorial).** Analyze how well their components work together to persuade or move their audiences. Rather than engaging heavily with the content of the chosen pieces, this assignment asks you to focus on how the authors are making the arguments. To successfully complete this task, please use the following questions as your guidance:

- Think about the rhetorical situation of the articles: What is the rhetorical situation of each piece? Where is it published? What audiences are addressed?
- Think about the argument in each piece: Are the arguments timely and exigent? What rhetorical appeals are used (ethos, logos, and pathos)?

After considering these questions, compose a thesis-based argument in which you discuss how the authors make the arguments and whether they are persuasive/effective for the audience(s) you have identified.

Audience

The audience for this piece is, at the same time, similar to and different from your previous assignment. While your text will be read by your classmates and the instructor for feedback and

learning purposes, you should also picture your essay as a part of an academic conversation, which means it will be of interest to other participants in that conversation. Your academic audience is interested not only in the issue addressed by your chosen texts, but also in the implications of the rhetorical strategies used by individuals who argue about that issue. As academics, they value close, insightful analysis. Additionally, while they expect a certain level of formality and structure, they are interested in reading lively, personable essays.

Formatting Guidelines

Double spaced, 12-point Times New Roman font, 1-in margins on all sides.

Citation Guidelines

Information that is not your own (including language from your chosen text) must be cited within the text of your paper and the Works Cited. Quotation marks should be used any time you are using language that is copied from your sources. Information should be cited according to MLA or APA style (or another style guide approved by the instructor).

Evaluation Criteria

This essay will be assessed based on how well it achieves its intended goals pertaining to rhetorical analysis, including audience evaluation, rhetorical appeals, rhetorical strategies, and thesis statements. See the essay rubric for details on the evaluation categories.

Source Analysis Rubric

Criteria	Incomplete	Needs Development	Satisfactory	Strong	Polished
Rhetorical Analysis	(0 points)	Essay examines fewer than two sources and/or insufficiently identifies their arguments, rhetorical appeals (ethos, logos, and pathos), and rhetorical situations (exigence, context, and audience). (22 points)	Essay examines two sources and identifies their arguments, rhetorical appeals (ethos, logos, and pathos), and rhetorical situations (exigence, context, and audience). (26 points)	Essay examines two sources and clearly identifies their arguments, rhetorical appeals (ethos, logos, and pathos), and rhetorical situations (exigence, context, and audience). (30 points)	Essay examines two sources and thoughtfully and, in an in-depth manner, identifies their arguments, rhetorical appeals (ethos, logos, and pathos), and rhetorical situations (exigence, context, and audience). (35 points)

Argument & Support	(0 points)	Essay analyzes the above features insufficiently and makes no argument or a limited argument about the persuasiveness of the authors' rhetorical strategies for the identified audiences. The essay's claims are not well-supported by examples. (22 points)	Essay analyzes the above features and makes a basic argument about the persuasiveness of the authors' rhetorical strategies for the identified audiences. The essay's claims are somewhat supported by examples. (26 points)	Essay analyzes the above features and makes a strong argument about the persuasiveness of the authors' rhetorical strategies for the identified audiences. The essay's claims are supported by examples. (30 points)	Essay analyzes the above features in-depth and makes a sophisticated argument about the persuasiveness of the authors' rhetorical strategies for the identified audiences. The essay's claims are well-supported by examples. (35 points)
Organization & Paragraph Unity	(0 points)	Essay organization does not follow a logical essay structure; paragraphs do not have unity and transitions. (6 points)	Essay organization mostly follows a logical essay structure; paragraphs mostly have unity and transitions. (7 points)	Essay organization follows a logical essay structure; paragraphs have unity and transitions. (8 points)	Essay organization is thoughtful and clear; paragraphs have strong unity and transitions. (10 points)
Editing & Proofreading	(0 points)	Essay contains distracting errors that prevent readability, indicating that it is not edited or proofread. (6 points)	Essay is not well-edited and proofread, containing a number of grammatical and mechanical errors. (7 points)	Essay is mostly well-edited and proofread, containing relatively few grammatical and mechanical errors. (8 points)	Essay is well-edited and proofread, containing few grammatical and mechanical errors. (10 points)
Documentation	(0 points)	Essay does not use a style guide (ex. MLA or APA) consistently. Sources are not well-cited and well-documented throughout. (6 points)	Essay uses a style guide (ex. MLA or APA) somewhat consistently. Sources are somewhat cited and well-documented throughout. (7 points)	Essay mostly uses a style guide (ex. MLA or APA). Sources are mostly well-cited and well-documented throughout. (8 points)	Essay uses a style guide (ex. MLA or APA) consistently. Sources are carefully cited and documented throughout. (10 points)

Annotated Bibliography Prompt

4-5 pages, 15% of course grade

First draft due:

Final draft due:

Course Learning Objectives Assessed

2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Purpose

Now that you have focused your research question and rhetorically analyzed two sources, your next step in the research process will be to find and critically evaluate additional sources that will be useful in helping you answer your research question and develop the argument you will make in your research essay. Writing an annotated bibliography is excellent preparation for your research project. While collecting sources is useful, annotating sources forces you to read each source more closely and more critically. Completing an annotated bibliography shows you what research has been done on your topic, thus allowing you to find a place for you to fit in, or in other words, a way for you to join the academic conversation.

Task

For this assignment, you will compile a 4-5 page annotated bibliography that requires you to cite, summarize, evaluate, and reflect on a selection of your sources, considering your sources' arguments, evidence, and (briefly) their rhetorical appeals. You will also begin to envision how your sources can be used productively within your research paper.

Your annotated bibliography should include annotations and citations for **a minimum of four sources**. **At least two** of these sources should be scholarly sources (peer-reviewed, academic journal articles). See the Process section below for more information on how to structure your annotations.

Process

Your annotated bibliography will be based on the sources you find during the course of your research. Once you have researched a number of sources, choose the most useful ones to summarize, evaluate, and reflect on. It is fine if the sources you use in your subsequent essays need to change slightly. Entries in your annotated bibliography should include the following:

- **Citation:** Each entry should begin with a complete bibliographic citation of your source in the citation style of your final research paper (MLA).
- **Summary:** Summarize the overall topic of the piece and the main points covered. What are the arguments? How is it supported? What proposals or solutions does the author offer?

- **Evaluation:** Use your rhetorical analysis skills to briefly evaluate the source. What type of source is it (e.g., a scholarly research article, an editorial from a magazine, a feature newspaper article, a U.S. government website)? What do you think of its quality, objectivity, reliability, and the author’s ethos, or ability/credibility to speak on the subject? What about the type and quality of evidence used to support the argument?
- **Reflection:** Finally, comment upon how this might help you address your research question. What did you learn? How might it help you shape your argument? How might you use this source in your project (background information, a particular side of the issue, as evidence for a claim, etc.)?

Audience

Your annotations should provide sufficient information to help your readers understand your critical evaluation of the source and the source itself, since they will not be familiar with and will not have read your sources. Your audience, then, will include your classmates and instructor, as they will give you feedback on your work thus far. Additionally, like your exploratory paper, your audience includes yourself and your future self. In other words, by thinking through these sources now, you are helping your future self to engage more clearly and thoroughly in the research process.

Citations

Whether they appear in summary, paraphrase, or quotation, any ideas or language that is not yours must have an in-text citation and have a complete citation in your annotated bibliography. (Indeed, practicing citation is one goal of an annotated bibliography.) Use quotation marks whenever you copy language exactly from your sources. Use MLA or APA style or another citation style approved by me.

Formatting Guidelines

Double spaced, 12-point Times New Roman font, 1-inch margins

Evaluation Criteria

This essay will be assessed based on how well it achieves its intended goals pertaining to source summary and evaluation. See the essay rubric for details on the evaluation categories.

Annotated Bibliography Rubric

Criteria	Incomplete	Needs Development	Satisfactory	Strong	Polished
Summary	(0 points)	Annotations provide little to no summaries of the content of sources. (16 points)	Annotations provide adequate summaries of the content of sources. (19 points)	Annotations provide clear and detailed summaries of the content of sources. (22 points)	Annotations provide sophisticated and in-depth summaries of the content of sources. (25 points)

Evaluation	(0 points)	Annotations provide little to no evaluation of source type and quality of sources. (16 points)	Annotations provide some evaluation of source type and quality of sources. (19 points)	Annotations provide clear and detailed evaluation of source type and quality of sources. (22 points)	Annotations provide sophisticated and in-depth evaluation of source type and quality of sources. (25 points)
Reflection	(0 points)	Annotations provide little to no explanation of the potential usefulness of each source to your research. (8 points)	Annotations provide some explanation of the potential usefulness of each source to your research. (10 points)	Annotations provide clear explanation of the potential usefulness of each source to your research. (12 points)	Annotations provide sophisticated and in-depth explanation of the potential usefulness of each source to your research. (15 points)
Citation and Documentation	(0 points)	The essay does not use a style guide (ex. MLA or APA) consistently. Citations are missing required information (authors, dates, titles, publications, etc.) and/or have frequent formatting errors. Summary, paraphrasing, and quoting are insufficiently cited. (16 points)	The essay uses a style guide (ex. MLA or APA) somewhat consistently. Citations feature almost all required information (authors, dates, titles, publications, etc.) and/or have some formatting errors. Summary, paraphrasing, and quoting are cited. (19 points)	The essay mostly uses a style guide (ex. MLA or APA). Citations feature all required information (authors, dates, titles, publications, etc.) and have relatively few formatting errors. Summary, paraphrasing, and quoting are well-cited. (22 points)	The essay uses a style guide (ex. MLA or APA) consistently. Citations feature all required information (authors, dates, titles, publications, etc.) and have nearly perfect formatting. Summary, paraphrasing, and quoting are cited almost perfectly. (25 points)
Editing & Proofreading	(0 points)	Annotations contain distracting errors that prevent readability, indicating that they are not edited or proofread. (6 points)	Annotations are not well-edited and proofread, and contain a number of grammatical and mechanical errors. (7 points)	Annotations are mostly well-edited and proofread, and contain relatively few grammatical and mechanical errors. (8 points)	Annotations are well-edited and proofread, and contain few grammatical and mechanical errors. (10 points)

Synthesis Essay Prompt

6-7 pages, 20% of course grade

First draft due:

Final draft due:

Course Learning Objectives Assessed

2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Purpose

In the last assignment, we practiced summarizing and evaluating sources. The synthesis essay asks you to weave different sources together and construct the conversation(s) around your chosen topic. This essay is an important step toward organizing and supporting your own argument in our upcoming research essay. Furthermore, the understanding you gain about the current academic conversation surrounding your exigent issue will help you begin to answer your research questions, including what contribution you might make to this conversation in your final essay.

Task & Process

Working from your annotated bibliography, prepare a 6-7 page synthesis of your current sources. **(Use at least six sources, at least three of which must be scholarly journal articles.)** A synthesis involves putting different sources into conversation. Overall, your synthesis should answer these questions about your sources: What do they have in common? How do they differ? What seems to be the major point of contention?

Consider the following questions as you draft your essay:

- What is the issue or problem that the authors are discussing?
- What are the different ways that the authors are discussing it?
- What are the different stances that they take?
- What different evidence do they use?

As you craft your essay, organize your paragraphs based on the common topics or issues within the sources. Avoid an essay organization that lists summaries of your sources or narrates your research process. You might also group different types of evidence together and then give examples from different sources to showcase the range of evidence used by other authors. Additionally, a synthesis essay should be readable on its own, which means you may want to give background on your topic before getting into the different stances that authors take on it.

Take care to cite your sources carefully, whether you are using summary, paraphrasing, or quoting, so that it is clear to your readers what writing is yours and what comes from what specific source. At this point, you do not need to make your own stance in relation to this issue.

Rather, **write a thesis statement that draws a conclusion about the academic conversation.** For example, what is the main issue of agreement/disagreement within the sources and what do you think about that? What aligns/does not align about the evidence used among these sources and what effect does it have on the overall conversation?

Source and Topic Changes

You may want to change a source as you continue in the research process, and that is normal and part of developing your work. But if you want to change multiple sources, please consult with me, as that is moving beyond the intention of this writing and research process. Similarly, adjusting your research question subtly is normal. But please do not change it significantly without discussing it with me, since you don't have time to restart your research project. Therefore, essays submitted with suddenly new topics (without approval) will not be accepted.

Audience

Your audience for this essay includes the authors of the sources you are reading, as well as your instructor and your peers. Therefore, write this synthesis for people who have not read the sources that you have read. However, you can assume that they are interested in your issue. As an academic audience, your readers value close, insightful analysis. In general, synthesis essays are for readers who are interested in a topic and would like to catch up with the different stances taken in the on-going conversation.

Citation Guidelines

Information that is not your own must be cited within the text of your paper and the Works Cited. Quotation marks should be used any time you are using language that is copied from your sources. Because this is a synthesis of multiple sources, there should be an abundance of citations in this essay. Cite this information using MLA or APA citation style (or another style approved by me).

Formatting Guidelines

Double spaced, 12-point Times New Roman font, 1-inch margins on all sides.

Evaluation Criteria

This essay will be assessed based on how well it achieves its intended goals pertaining to writing with sources. See the essay rubric for details on the evaluation categories.

Synthesis Essay Rubric

Criteria	Incomplete	Needs Development	Satisfactory	Solid	Polished
Synthesis	(0 points)	Essay uses insufficient sources and gives little or no clear description of the academic conversation around the writer's research topic. Essay fails to describe the source's stances, evidence, etc., to illustrate their	Essay uses at least minimum number of sources to give a limited description of the academic conversation around the research topic.	Essay uses at least minimum number of sources to give a clear description of the academic conversation around the research topic. Essay clearly	Essay uses at least minimum number of sources to give a sophisticated description of the academic conversation around the research topic. Essay thoughtfully describes the

		similarities and divergences. (22 points)	Essay somewhat describes the source's stances, evidence, etc., to illustrate their similarities and divergences. (26 points)	describes the source's stances, evidence, etc., to illustrate their similarities and divergences. (30 points)	source's stances, evidence, etc., to illustrate their similarities and divergences. (35 points)
Argument & Support	(0 points)	Essay makes no argument about how the sources relate to each other and discuss the topic at hand. The essay's claims are not well-supported by examples from the sources. (22 points)	Essay makes a limited argument about how the sources relate to each other and discuss the topic at hand. The essay's claims are supported by some examples from the sources. (26 points)	Essay makes a clear argument about how the sources relate to each other and discuss the topic at hand. The essay's claims are well-supported by examples from the sources. (30 points)	Essay makes a sophisticated, in-depth argument about how the sources relate to each other and discuss the topic at hand. The essay's claims are strongly supported by examples from the sources. (35 points)
Organization & Paragraph Unity	(0 points)	Essay organization does not follow a logical essay structure; paragraphs do not have unity and transitions. (46points)	Essay organization mostly follows a logical essay structure; paragraphs mostly have unity and transitions. (7 points)	Essay organization follows a logical essay structure; paragraphs have unity and transitions. (8 points)	Essay organization is thoughtful and clear; paragraphs have strong unity and transitions. (10 points)
Editing & Proofreading	(0 points)	Essay contains distracting errors that prevent readability, indicating that it is not edited or proofread. (6 points)	Essay is not well-edited and proofread, containing a number of grammatical and mechanical errors. (7 points)	Essay is mostly well-edited and proofread, containing relatively few grammatical and mechanical errors. (8 points)	Essay is well-edited and proofread, containing few grammatical and mechanical errors. (10 points)
Documentation	(0 points)	Essay does not use a style guide (ex. MLA or APA) consistently. Sources are not well-cited and well-documented throughout. (6 points)	Essay uses a style guide (ex. MLA or APA) somewhat consistently. Sources are somewhat cited and well-documented throughout. (7 points)	Essay mostly uses a style guide (ex. MLA or APA). Sources are mostly well-cited and well-documented throughout. (8 points)	Essay uses a style guide (ex. MLA or APA) consistently. Sources are carefully cited and documented throughout. (10 points)

Position Essay Prompt

8-9 pages, 25% of course grade

First draft due:

Final draft due:

Course Learning Objectives Assessed

2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Purpose

Congratulations, you have made it to the last major assignment! Making use of all your effort throughout the course, this essay asks you to craft your own argument and participate in the academic conversation you have been exploring. It is the culminating project for the class in that it should showcase the rhetorical, research, and argumentative skills that you have been developing. You might feel like you are starting from scratch again. BUT the research process has started long ago! The main purpose of this essay is for you to participate in the on-going conversation. Now, it's time to answer your research questions.

Task

Now that you have selected a topic, developed a research question, and placed sources in conversation with each other, you will make your own contribution to the conversation. While you have prioritized others' voices, in this essay, you should focus on your own voice. That is, you should be doing more of the explaining and reasoning. You will still do a great degree of writing with sources, **summarizing, paraphrasing, and quoting** to support your points and provide evidence. But ultimately, make sure that you have several points to make of your own. **Develop and support a thesis statement that answers your research question in a complex, insightful way that demonstrates your deep engagement with this research process.**

Process

Now is a good time to step back from all the writings you have done in this course so far and ask yourself what you learned.

- Making your claim(s):
 - At this point you should stop, revisit your research question and your answers to the questions above, and draft refined thesis statement that you will argue in your paper.
- Planning and drafting:

- How are you going to support your claim? What kind of evidence do you have to support yourself? Do you need to do more research? How are you going to use your sources? How will you utilize rhetorical appeals in your text? How can you establish ethos? Utilize pathos? Develop logos? You might need to make an outline first, or you might just want to write down all of the ideas you have and then go back and try to organize it.
- Revising:
 - Use these questions to inform your revision of this essay:
 - Have you provided enough background so that your readers understand the topic and its exigency?
 - Have you developed an arguable stance? Is it clearly and easily identifiable in your essay? Is it relatively complex (not a yes/no question, not a statement of fact)?
 - Are all the paragraphs related to the thesis?

Number of Sources

As in your Synthesis Essay, you should have **a minimum of six sources, at least three of which should be scholarly journal articles**. You may have more, but any more than eight sources suggests that you are not engaging deeply with those sources that you have. No more than two of these sources can be primary sources. If you are unsure about what might count as a primary source, ask me! In general, something published in a magazine or journal is a secondary source.

Citation Guidelines

As we have discussed, any information that is not your own must be cited within the text and the Works Cited page. Quotation marks should be used any time you are using language that is copied from your sources. Information should be cited according to MLA style.

Formatting Guidelines

Typed, double spaced, 12-point Times New Roman font, 1-inch margins.

Evaluation Criteria

This essay will be assessed based on how well it achieves its intended goals pertaining to rhetoric, research, argument, and process. See the essay rubric for details on the evaluation categories.

Position Essay Rubric

Criteria	Incomplete	Needs Development	Satisfactory	Strong	Polished
Argument & Evidence	(0 points)	Essay makes no or an unclear argument without clear relation to research question. Essay has no, little, and/or unclear evidence.	Essay makes an argument that in some way answers a research question. Essay supports argument with some evidence.	Essay makes clear argument that answers a focused, exigent research question. Essay develops argument with clear support	Essay makes sophisticated argument that answers a focused, exigent research question. Essay develops argument

		(22 points)	(26 points)	and mostly appropriately sourced evidence. (30 points)	with strong, well-articulated support and appropriately sourced evidence. (35 points)
Research & Sources	(0 points)	Essay uses few or no sources with no understanding of affordances of different types of sources. (22 points)	Essay uses sources with little understanding of affordances of different types of sources. (26 points)	Essay engages with information and arguments from sources to make a contribution to a conversation. Essay shows some understanding of affordances of different types of sources. (30 points)	Essay engages with information and arguments from sources to make a sophisticated contribution to a conversation. Essay shows enhanced understanding of affordances of different types of sources. (35 points)
Organization & Paragraph Unity	(0 points)	Essay organization does not follow a logical essay structure; paragraphs do not have unity and transitions. (6 points)	Essay organization mostly follows a logical essay structure; paragraphs mostly have unity and transitions. (7 points)	Essay organization follows a logical essay structure; paragraphs have unity and transitions. (8 points)	Essay organization is thoughtful and clear; paragraphs have strong unity and transitions. (10 points)
Editing & Proofreading	(0 points)	Essay contains distracting errors that prevent readability, indicating that it is not edited or proofread. (6 points)	Essay is not well-edited and proofread, containing a number of grammatical and mechanical errors. (7 points)	Essay is mostly well-edited and proofread, containing relatively few grammatical and mechanical errors. (8 points)	Essay is well-edited and proofread, containing few grammatical and mechanical errors. (10 points)
Documentation	(0 points)	Essay does not use a style guide (ex. MLA or APA) consistently. Sources are not well-cited and well-documented throughout. (6 points)	Essay uses a style guide (ex. MLA or APA) somewhat consistently. Sources are somewhat well-cited and well-documented throughout. (7 points)	Essay mostly uses a style guide (ex. MLA or APA). Sources are mostly well-cited and well-documented throughout. (8 points)	Essay uses a style guide (ex. MLA or APA) consistently. Sources are carefully cited and documented throughout. (10 points)

Reflection Assignment

Purpose

It took me until I was about three-quarters of the way through college before it occurred to me to think about what I was learning in my classes. The purpose of a short assignment like this one is to ask you to stop and think about what you've learned. By articulating what you've learned, you'll remember it better and apply it to future writing situations. This assignment will also help me improve upon my teaching in this class.

Task

Review all of your written work for this class – short and long assignments — and then write a 2-3 page reflection in which you explain (using examples) how your writing has developed, changed, and grown over the course of the term. **Be detailed and give examples.** Here are some questions to guide you:

- How have your writing processes changed throughout the course?
- What have you learned about writing rhetorically?
- How have your research activities evolved over these weeks?
- How do you evaluate and incorporate using evidence into your writing?
- What have you learned about writing and supporting arguments?
- What will you use from this course for your next writing situation?

Audience

Your audience for this essay is yourself, your instructor, and anyone else who's familiar with the writing and research processes undertaken by students in Rhet classes at U of I. While this audience won't expect you to be rigidly formal, they will expect clear organization, complete sentences, etc.

Citation Guidelines

While you aren't required to use any outside sources besides all the assignments you've written this semester, information that is not your own must be cited within the text of your paper and the Works Cited. Quotation marks should be used any time you are using language that is copied from your sources. Information should be cited according to MLA or APA style or another citation style approved by me.

Formatting Guidelines

Double spaced, 12-point Times New Roman font, 1-inch margins on all sides. Save the as file your last name and the assignment title (i.e. McDuffieReflection.docx) and submit as a Word file.

Evaluation Criteria

This essay will be assessed based on the depth and clarity of its reflection, how well it explains with evidence drawn from your written work all semester, and its clarity of organization. You

must use details from your work throughout this semester. You must use your major assignments, but you may also use your low-stakes assignments as well.