**ENGL 1302 - Lower Division AGCM Spring 2012 Course Description**

The second in a two-course sequence of general composition concepts and skill development.

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

(*http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/acgm.htm)*

**University of North Texas Course Description**

Continuation of ENGL 1301 . Writing in response to reading and research. Emphasis on perfecting texts through several drafts.

*(ENGL 1320: College Writing II course description from the 2011-12 University of North Texas Course Catalog)*

**Hours of Credit:** Three (3)

**Prior Knowledge and Prerequisites**

* Prior to enrolling in these courses, students must satisfy Texas Success Initiative (TSI) requirements set by the institution as described in Coordinating Board rule (Texas Administrative Code, Chapter 4, Subchapter C).
* ENGL 1301: Composition/College Writing I or equivalent is required.

Students who expect to be successful in ENGL 1302 should exhibit the following Texas College and Career Readiness Standards skills. Only the specific standards and performance expectations pertinent to the course are listed on the following pages.

**English College and Career Readiness Standards**

**I. Writing**

A. Compose a variety of texts that demonstrate clear focus, the logical development of

ideas in well-organized paragraphs, and the use of appropriate language that advances

the author’s purpose.

1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.

4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.

5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

**II. Reading**

A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

1. Use effective reading strategies to determine a written work's purpose and intended audience.

2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.

3. Identify explicit and implicit textual information including main ideas and author's purpose.

4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.

5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.

6. Analyze imagery in literary texts.

7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.

8. Compare and analyze how generic features are used across texts.

9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.

10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.

11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.

2. Apply knowledge of roots and affixes to infer the meanings of new words.

3. Use reference guides to confirm the meanings of new words or concepts.

C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.

3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.

D. Explain how literary and other texts evoke personal experience and reveal character in

particular historical circumstances.

1. Describe insights gained about oneself, others, or the world from reading specific texts.

**III. Speaking**

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.

2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

B. Develop effective speaking styles for both group and one-on-one situations.

1. Participate actively and effectively in one-on-one oral communication situations.

2. Participate actively and effectively in group discussions.

3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

**IV. Listening**

A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

2. Interpret a speaker’s message; identify the position taken and the evidence in support of that position.

3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).

B. Listen effectively in informal and formal situations.

1. Listen critically and respond appropriately to presentations.

2. Listen actively and effectively in one-on-one communication situations.

3. Listen actively and effectively in group discussions.

**V. Research**

A. Formulate topic and questions.

1. Formulate research questions.

2. Explore a research topic.

3. Refine research topic and devise a timeline for completing work.

B. Select information from a variety of sources.

1. Gather relevant sources.

2. Evaluate the validity and reliability of sources.

3. Synthesize and organize information effectively.

C. Produce and design a document.

1. Design and present an effective product.

2. Use source material ethically.

**Cross-Disciplinary College and Career Readiness Standards**

**I. Key Cognitive Skills (all subheadings under major standard apply)**

A. Intellectual curiosity

B. Reasoning

C. Problem solving

D. Academic behaviors

E. Work habits

F. Academic integrity

**II. Foundational Skills**

A. Reading across the curriculum

B. Writing across the curriculum

C. Research across the curriculum

D. Use of data

E. Technology

**Course Objectives**

1. **Overarching Questions**
	1. What expectations do academic audiences have for written arguments?
	2. How can we invent textual and written responses that intervene meaningfully within diverse academic settings?
2. **Primary Goals**
	1. Read and analyze academic arguments rhetorically.
	2. Develop strategies for inventing texts, shaping texts, and justifying texts in order to address the scenes and conventions of academic arguments.
3. **Desired Understandings**
	1. Formal, written academic arguments take on diverse arrangements, logics, and styles depending on context and audience
	2. In many academic settings, audiences expect rhetorical texts to be logically reasoned, soundly justified with appropriate examples and support, well-positioned against opposing arguments, and argued through “standard” academic forms, grammars, and conventions
	3. Written academic arguments demand invention in response to:
		* 1. ongoing discussion and debate of relevant topics
			2. opinions and values common to an academic discipline, specialty, or paradigm
			3. academic expectations of logic and reason (primarily), but also emotion, passion, character, authority
			4. traditional forms, conventions, and styles, and grammars
	4. Even within disciplines, writers need to develop and employ *copia—*a large repertoire of styles, strategies, forms, and modes—in order to persuade audiences effectively
	5. Writers who engage, understand, and think critically about the perspectives, values, expectations, conventions, habits, and spaces of others have a better chance at succeeding in their arguments

**Course Policies and Practices**

**Attendance**

Regular and punctual class attendance is required of all students, and a poor attendance record may prevent students from earning a passing grade in the course for the semester. The maximum number of permissible absences before a student automatically earns an “F” or “WF” in the course is determined by the schedule of the course:

M-W-F (a class that meets three times a week): 7 absences

T-TH (a class that meets two times a week): 5 absences

M (or any class that meets only once a week): 3 absences

(Note: even though the departmental absence policy states unequivocally that instructors “will” drop students who accumulate more than the allowed number of absences with an “F” or “WF,” instructors are the final judges of whether rare or extenuating circumstances have occurred which may legitimize exceptions. It is each student's individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course.)

*Excused absences for university activities:* In accordance with university policy, the only authorized absences are those incurred as a consequence of participating in university-sponsored activities. Authorized absences **must be approved in advance by department chairs and academic deans**. Within three days after the absence, the student must obtain an authorized absence card from the Dean of students and present this card in person to his or her instructor. Students with authorized absences may make up the work missed or be given special allowance so that they are not penalized for the absence. All assignments and scheduled work must be turned in before or on the date of the excused absence.

*Excused absences for religious holidays:* In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Please see the UNT Student Handbook for information on which holidays or holy days are covered by this policy. State law also requires that students notify their teachers at the beginning of the semester if they expect to miss class on a religious holy day during the semester but want to make up the work missed. Students will be allowed to make up the work provided they have informed their teachers in writing **within the first 15 days of semester.** Once again, all assignments and scheduled work must be turned in before the date of the excused absence. University policy requires that students provide their teachers with an official notification cared issued by the university if they want to make up any in-class work they missed while they were involved in a religious activity authorized by the university.

*Unexcused absences:*Absences due to other causes, such as illness, emergency, death in the family, car trouble, etc. are not authorized by the Department of English as excusable absences, and instructors in the Freshman Writing Program are therefore not allowed to excuse students for such absences (even with “official” notes from medical professionals, etc.). Please note that absences for reasons other than official university business or religious holidays will count against students' permitted absences for the semester and may also result in missed grades for quizzes, assignments, exams, or writing deadlines.

The following actions may also result in a student being counted as officially absent:

1. Coming to class without an adequate draft on a day when a draft is due (for peer response or for an assignment)
2. Showing up to class more than 10 minutes late
3. Failing to attend a mandatory scheduled conference with the instructor

**Makeup/Late Assignment Policy**

*As a rule, late work for this course will not be accepted.*

Any quizzes or in-class exercise missed for any reason cannot be made up for points once missed. Additionally, all written assignments must be turned in at the beginning of class on the day that they are due in order to be counted for credit. If you know in advance that you will need to be absent for a class period, make arrangements with your instructor at least two weeks before the scheduled absence.

**Office of Disability Accommodation**

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112—The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation, entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all instructors in the English Department will work with the Office of Disability Accommodations (ODA) to make reasonable accommodations for qualified students with disabilities. If you have such a disability, please inform your instructor within the first week of the semester. Students needing assistance must be registered with the ODA.

**Class Behavior and Disruptions**

According to the UNT Student Code of Conduct (sect. V), the following actions are considered acts of misconduct and may subject a student to university discipline:

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including public service functions or other authorized activities on or off University premises. Includes interrupting, hindering or preventing classroom instruction or other official educational activities from occurring intentionally through noise, acts of incivility or other means.
2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person. Speech protected by the First Amendment of the United States Constitution is not a violation of this provision, although fighting words and statements which reasonable threaten or endanger the health and safety of any person are not protected. Each allegation of a violation under this provision shall be reviewed in consideration of these factors.

Disruptive activities as defined by Section 37.123 and 51.935 of the Texas Education Code, such as intentionally obstructing, restraining, preventing or attempting to prevent passage of individuals on campus or into/out of campus building by force, by violence or by the threat of the same; seizing control of a building/portion of a building to interfere with an administrative, educational, research, or other authorized activity, preventing participation in or the hold of a lawful assembly or attempting to prevent same by force/violence, by threat or by causing reasonable fear of force/violence; or disrupting an assembly in progress by one or more such means.

**Plagiarism and Academic Honesty**

The UNT Policy Manual defines plagiarism as: “(a) the knowing or negligent use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials” (18.1.11). Students in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic dishonesty enforced by UNT and by instructors in the Department of English. All writing in Freshman English courses must be original, and all uses of other writers' material (i.e., for the purposes of research-based argumentation) must be acknowledged and clearly cited in any writing submitted for a grade.

The consequences for plagiarism at UNT are severe and may include failure for the course, loss of scholarships, and in some cases dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might be identified as plagiarism. If your instructor believes that something you have written has been plagiarized, you will be notified of the allegations in writing and asked to meet with your instructor and respond to your instructor's argument. After hearing your response, your instructor will decide on a course of action and notify you in writing of any penalties or other consequences. In most cases, your instructor will also send a copy of the allegations and sanctions to the Academic Affairs office. Please note that instructors in the English Department are authorized to fail students for an assignment or for the course if they judge that an assignment is knowingly or negligently plagiarized. Students have the option of appealing the decision of their instructor in writing to the Assistant Chair of the Department of English within 5 days of the instructor's decision.

**Turnitin.com Policy:**

Students are required to submit digital copies of their written assignments for this class to Turnitin, a web-based service that checks for proper citation practices. Your Turnitin dropbox in this course will be available from your course Blackboard site. Ask your instructor about the most appropriate ways to format and save your assignment before submitting it online.

**Course Texts and Materials**

***Primary textbook:***

Crowly, S. & Hawhee, D. (2011). *Ancient Rhetorics for Contemporary Students*. New York: Longman.

(ISBN: 0205574432)

***Secondary text:***

Instructors are currently able to choose from the following non-fiction secondary texts (the pool of secondary texts is selected by committee and is subject to change):

1. *Omnivore’s Dilemma* by Michael Pollan
2. *No Impact Man* by Colin Beavan
3. *Shadow Cities* by Robert Neuwirth
4. *Where Men Win Glory: The Odyssey of Pat Tillman* by Jon Krakauer

***Grammar Handbook:***

Instructors may choose from the following grammar handbooks:

1. *Easy Writer*
2. *Hodge's Harbrace Handbook*
3. *Wadsworth Handbook*
4. *Little, Brown Handbook*

***Required materials:***

In addition to your course textbooks, plan to have a notebook, journal, or binder for the Commonplace Book assignment, as well as a reliable way to save, access, and transport your work (flashdrive, cloud storage, e-mail, etc.)

**Grading Practices: Assessments and Assignments**

In this course, you will be assessed not simply for your ability to recite knowledge about rhetoric and writing, but more broadly for your ability to perform your understanding, as demonstrated through actions such as:

1. Explaining writing strategies, explaining common opinions influencing written arguments today, and explaining how rhetoric works in the texts around you
2. Interpreting texts through rhetorical analysis
3. Applying rhetorical strategies in written arguments and textual analysis
4. Situating your writing in the context of other values, experiences, and opinions
5. Listening to ideas, opinions, issues, and perspectives brought to the rhetorical moment by other
6. Engaging in writing self-reflectively, demonstrating awareness of personal limitations, prejudices, and values

Grading for this class is designed to reflect an assessment of students' overall understanding of rhetoric in accordance with the assessment policies listed above. Specifically, grading for the course will break down according to the assignments listed below (keep in mind that the particular percentage point values vary by instructor):

Research-based Action Essay 30%

Progymnasmata exercises 25%

Commonplace Book 5%

Quizzes, in-class work, participation 20%

Deep Revision Exercises 10%

Final exam 10%

**For the purposes of this course,**

**“A”** work will constitute a final score of 90-100% of total points and will represent an overall response that is impressively sophisticated and illuminating inventive, balanced, justified, effective, mature and expertly situated in time and context

**“B”** work will constitute a final score of 80-89.99% of total points and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original

**“C”** work will constitute a final score of 70-79.99% of total points and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception and/or effectiveness

**“D”** work will constitute a final score of 60-69.99% of total points and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates

**“F”** work will constitute a final score of 0-59.99% of total points

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK | TOPIC | In-class Activities | Assignments DUE |
| Week 1 | Course introduction | Discuss: What is rhetoric? What is an “academic” text? (revisit *ARCS* 8-15)Activity: What counts as “argument” for different disciplines?Collaboration: trace an “argument” for sustainable living across the disciplines of business, art, sociology, chemistry, and English | Homework: bring in persuasive advertisement to analyze next weekHomework: finish invention work on Topics of Interest |
| Week 2 | Logical proofs (*ARCS* Chapter 5)**Key questions:**1. In what ways do strong logical arguments prove useful for persuading academic audiences?
2. What textual strategies can I use to convince an audience to accept the premises of my argument?
 | Collaboration: read and discuss topics of interest exerciseDiscussion: deductive vs. inductive logic (*ARCS* 162-65)Activity: trace deduction/induction in the media (looking for why the format is persuasive)Discussion: enthymeme (*ARCS* 165-171)Collaboration: create enthymeme for group advertisementDiscussion: where are enthymemes in academic essays?In-class writing: create enthymemic structure for argument on sustainable living | Invention: Topics of Interest dueHomework: Read part one of secondary textHomework: Bring in contemporary example that supports main idea of secondary text |
| WEEK | TOPIC | In-class activities | Assignments DUE |
| Week 3 | Logical proofs | Discussion: examples, signs, and maximsActivity: What are persuasive signs in your culture?Collaboration: create a persuasive paragraph using a fictional/historical exampleDiscussion: logos in secondary textCollaboration: analyze effective example in secondary textActivity: look at contemporary examples that support main idea of secondary textDiscussion: logical support in academic argumentIn-class writing: PG—Encomium/Invective |  |
| Week 4 | Logical proofs |  | PG: Encomium/Invective due |
| Week 5 |  Stasis Theory (*ARCS*Ch. 3)**Key questions:**1. How do audiences with differing values and opinions come to agree upon arguments about an important issue?
2. How can I frame and position my argument so that I anticipate possible disagreements and objections of my audience?
 |  |  |
| WEEK | TOPIC | In-class activities | Assignments DUE |
| Week 6 | Stasis Theory |  | PG: Confirmation/Refutation due |
| Week 7 | Extrinsic Proofs (*ARCS* Ch. 8)**Key questions:**1. How can “outside” data and material effectively support the premises of written academic argument?
2. How and when should I use facts, data, and authorities to reinforce the claims I make?
 |  |  |
| Week 8 | Extrinsic Proofs |  |  |
| Week 9 | Interactive revision (workshop): Action Essay, part I (Audience Profile) |  | PG: Introduction of Law due |
| Week 10 | Library research |  | Action Essay, part I due |
| Week 11 | Conferences |  |  |
| Week 12 | Delivery (*ARCS* Ch. 12)**Key questions:**1. How does the mode, format, “correctness,” and presentation of a text make an audience more or less receptive of an argument?
2. How can I use strategies of presentation and display to appeal to the expectations of my audience?
 |  | Revision exercise 1 due |
| WEEK | TOPIC | In-class activities | Assignments DUE |
| Week 13 | Deep Revision exercises |  | Revision exercise 2 due |
| Week 14 | Interactive revision (workshop): Action Essay |  | Action Essay, part 2 (Invention) due |
| Week 15 | Critical reflection |  | Action Essay, part 3 (Critical reflection) due |
| FINAL | Final exam: In-class thesis |  |  |

**Supplementary Materials**

1. Commonplace Book Guidelines
2. Progymnasmata Guidelines
3. Revision Exercises Guidelines
4. Research-Based Action Essay Guidelines
5. Writing Assignments Rubric
6. Reaction-Based Essay Rubric
7. **Supplementary Materials: Commonplace Book Guidelines**

**Commonplace Book (see Ancient Rhetorics for Contemporary Students 324)\***

The Commonplace Book is a space for you as a writer to take an active and focused interest in the commonplace values, beliefs, forms, and dominant strategies that you notice in the culture around you. Traditionally, commonplace books were journals or notebooks in which writers kept track of quotations, snippets, images and current events that they found interesting and relevant . Writers would typically include a short description of the event or object and then write a short reflection about why this issue was relevant to theme at a particular time. For this course, the commonplace book can be an interesting way for you to keep track of issues and ideas that you find pertinent to your topic. The commonplace book is also a useful tool for helping you learn to expand the copia of examples, values, strategies, and data that all writers need to draw on when arguing or explaining. The commonplace book is also a useful tool for helping you learn to expand the copia of examples, values, strategies, and data that all writers need to draw on when arguing or explaining. (\*Commonplace Books are optional by instructor)

1. **Supplementary Materials: Progymnasmata Guidelines**

The Progymnasmata (“PG”) exercises are loosely modeled after the actual assignments that students in ancient Greece used to learn rhetoric. In this course, the Progymnasmata are designed to draw you into increasingly complex ways of understanding rhetorical strategies. Each “PG” assignment will help you understand writing as a dynamic engagement with different purposes and audiences; in this way, the exercises are less formal than essays which expect you to follow certain rules. Overall, these exercises encourage you to ask questions of “how?” How do the forms that we choose for our writing affect our ability to persuade? How is one rhetorical strategy more useful in certain situations than others?

Each “PG” exercise should emphasize the following three rhetorical moves:

 1. **Analysis**: identifying the audience you are trying to reach, your purpose in writing, and the rhetorical strategies most fitting for the particular situation. In some cases, you may be required to write your analysis formally; in others, analysis may be completed as an in-class exercise. Overall, it is essential for you as a writer to analyze the form that you are trying to use (i.e. fable, proverb, observation, character, and description) and to think about the audience you are trying to reach. Important critical thinking questions should also be asked as you engage rhetorically with the assignment. What does this particular writing form make possible in its unique context? What does this form tend to prevent from being drawn to an audience's attention?

 2. **Invention:** crafting an actual text (or series of texts) for your own purpose and audience. Focusing on your topic of interest for the course, you will attempt to work within the assigned Progymnasmata form while also drawing on the rhetorical strategies you have been learning in each unit. The “PG” forms should allow enough room for you to experiment with writing. The goal here is not to create a perfectly polished project, but to challenge yourself to find useful (and even artistic) ways to persuade or inform the audience you are trying to reach.

 3. **Revision and reflection:** tracking your own decisions and reflecting on how the Progymnasmata form changes and alters as you apply it to a new purpose, audience and situation. The goal of revising and reflecting is for you to be able to look at your own work rhetorically, thinking about the choices you make as you attempt to work with new rhetorical strategies and learn new forms of writing. It is not essential that you demonstrate “progress” in your writing: instead, your reflection should carefully document (using examples) what you learn about the act of writing through the process of forcing yourself to adapt to new forms, situations, and purposes.

**The Progymnasmata sequence for this course moves through three written assignments:**

1. **Confirmation/Refutation**

 rhetorical method: stasis theory

 writing strategy: anticipating counter-arguments

2. **Encomium/Invective**

 Rhetorical method: logical proof

 Writing strategy: thesis

3. **Introduction of Law**

 Rhetorical method: extrinsic proof

 Writing strategy: providing support and examples

1. **Supplementary Materials: Revision Exercises Guidelines**

The Revision Exercises ask you to revise your work significantly by investigating how the work resonates with different audiences, forms, and purposes. The goal for these exercises is not only to push you to consider your own habits of writing but also to look critically at the limitations and uses of different styles, patterns of arrangement, and other rhetorical strategies within the context of academic argument. Revision means revising more than just word choices and sentence structure: these exercises will rather ask you to revise your ways of thinking about the goals and purposes of your writing. By engaging in frequent and significant revision of your own work, you will be encouraged to see writing as a habit of adapting and responding to new audiences and contexts. Exercises in deep revision include:

1. Revising for length: adding an additional page of length to your argument or cutting a page length from your argumentation
2. Revising position: taking an entirely different position on a topic
3. Revising solutions: you will argue for and defend two previously unconsidered alternative solutions to your target problem or issue
4. Revising proofs: after completing an essay supported by one set of logical proofs (i.e. historical examples) you will revise to emphasize an entirely different set of proofs (i.e. signs or maxims)

***Please Note***: each revision exercise may also require a critical component that will ask you to reflect on your textual choices in revising. Revision exercises vary by instructor.

1. **Supplementary Materials: Research-Based Action Essay**

Objectives and description:

The Research-based Action Essay will be the capstone writing project for the College Writing II course and will require you to complete a well-researched, rhetorically sophisticated textual argument. In order to complete this project, you will need to draw on all of the rhetorical strategies that you have been studying in the course. Your goal for the project is to expose a problem (loosely) drawn from the secondary text you are reading and at the same time to lay out a researched plan of action for an audience invested in the problem to follow. This essay may be similar to other essays you have written for academic audiences, but you should also pay careful attention to new forms and new strategies that you have been learning, which may be more persuasive for the purposes you want to achieve. The project overall will also ask you to think rhetorically about the textual choices you make in presenting your argument as an academic essay, including your choices of invention, arrangement, style, and delivery. You will need to demonstrate critical awareness of academic forms, values, and expectations, ultimately reflecting on the ways in which the academic environment shapes (and is in turn shaped by) the rhetorical strategies you choose when you write in university settings.

**Components: The Action Essay has three parts.**

* 1. First, a sophisticated audience profile, which describes the audience and purpose of the project. This profile needs to set the stage for your project by describing the values and needs of the audiences you would like to persuade. You should address questions such as: where does this audience go to get its information? What are the general habits and beliefs of the audience? What strategies have other writers used to persuade this audience? What issues are most urgent and important to the audience? What strategies are likely to be most effective in drawing the audience’s attention? Use all of the invention strategies you have been learning in order to give a broad profile of the target audience you would like to reach. Note that your instructor may choose to have you turn in the profile as a proposal for the larger “invention” part of the project.
	2. Second, invention—the Action Essay itself. The Action Essay should ultimately propose a recommended course of action that intervenes meaningfully in a group or community important to you as a writer. Choose a topic that is both interesting to you and relevant to the society around you. The essay needs to provide strong claims, context, and support for your recommended course of action, demonstrating sophisticated understanding of how different textual strategies work together to make an academic audience receptive to your claims and ideas. In creating this Action Essay, you will need to address the audience and purpose you described in your audience profile, including proofs and premises that an audience is likely to find appealing and describing alternative courses of action that the audience might be inclined to consider. The essay itself will be a significant (but not the only) component of your assessment for the project.
	3. Third, critical reflection on the scope and limitations of the Action Essay. This final element of the project will ask you to make an argument about the effectiveness of your own writing, using support from your Action Essay. This reflection should consider the essay in the context of larger questions about how texts function rhetorically in the contemporary academic environment, and particularly within your chosen discipline or area of interest. The goal for this final stage of the project is to look at how your choices in writing “fit” or perhaps “resist” the expectations of the academy and of the audience you are trying to persuade. Your reflection should point out how you have consciously adapted your writing to the expectations of your audience; alternatively, you should address in your reflection what you have done to stretch and strain against the audience’s typical habits of understanding. In order to justify your choices, make sure that you use your own writing as evidence and reference the rhetorical methods and writing strategies you have been learning throughout the course.
1. **Supplementary Materials: Writing Assignments Guidelines**

***Confirmation/Refutation***
(*ARCS* Ch 3: Stasis Theory)
**Rubric and Criteria**

**I. Rhetorical Purpose 10%**

A. Develops an opinion, theme, or line of thought relevant to writer’s purpose and appropriate to writer’s audience

**II. Rhetorical Method:** Stasis Theory **40%**

A. Successfully navigates an appropriate level of generality by framing the chosen topic as a theoretical or practical issue

B. Settles on an identified point of stasis by providing a reasonable and persuasive way for readers to understand what is at stake with regard to the chosen issue

C. Uses stasis theory effectively to engage counterarguments that address other ways of approaching the writer’s topic (i.e., other stasis questions); demonstrates awareness of other interests related to the writer’s topic

**III. Writing Strategies:** Anticipating Counterarguments **30%**

A. Anticipates other points of view by demonstrating hospitable tone towards audience values, expectations, beliefs, concerns, feelings, and existing knowledge

B. Writer addresses potential objections and counterarguments through one or more of the following strategies of counterargument:

 1. direct acknowledgment, drawing attention to aspects of the topic that demonstrate the

 writer’s full exploration of the issues involved

 2. modification, demonstrating a willingness to adjust and refine an argument in order to

 accommodate strong objections

 3. refutation, showing careful attention to the shared concerns that make one method of proof

 more urgent or more relevant than others

**IV. Invented ethos:** grammar, mechanics, spelling, and syntax **10%**

A. Communicates with appropriate clarity and coherency; demonstrates control of language and paragraph conventions

**V. Organization/ Arrangement 10%**

A. Moves readers throughout the essay fluidly, without producing confusion, by using appropriate divisions, effective transitions, and sufficient paragraph and sentence cues

B. Holds the readers’ attention throughout the essay through use of logical and/or emotional cues, as well as examples, narration, and detail where appropriate

**VI. Reflective Analysis**

A. Helps readers understand which aspects of the specific issue the writer has chosen to emphasize; what purpose the writer has in writing; what kinds of rhetorical strategies to use and where to use them; what audience values to target; how to arrange and organize the writing; and what writing strategies to use in order to make the writing most persuasive, informative and/or entertaining.

B. Supports all analysis with appropriate detail and examples from writer’s work

***Encomium/Invective***
(*ARCS* Ch 5: Logical Proof)

**Rubric and Criteria**

**I. Rhetorical Purpose 10%**

A. Develops an opinion, theme, or line of thought relevant to writer’s purpose and appropriate to writer’s audience

**II. Rhetorical Method:** Logical proof **40%**

A. Argues for probabilities that an audience will likely accept by making claims that are supported by methods of logical proof. These methods must include at least two of the following types of logical proofs: enthymemes; rhetorical, historical, and fictional examples; analogies; maxims; and signs

B. Skillfully uses inductive logic or deductive logic (reasoning) to construct and organize the writer’s argument

C. Appeals to readers’ logic by inventing major and minor premises that are likely to be widely accepted and are not deliberately false

**III.** **Writing Strategies:** Thesis **30%**

A. Engages with audience by asserting an arguable thesis, one which

 1. seeks to establish what is probable rather than what is certain

 2. attempts to persuade through reasoning instead of trying to establish scientific fact or to

 record the writer’s personal feelings about the topic

B. Provides clear logical structure by establishing the most important premises of the argument in thesis statement(s)

C. Uses clear and precise language in order to narrow the scope of the central argument, avoiding statements that are too vague, abstract, unqualified, or disconnected from the writer’s topic

**IV. Invented ethos:** grammar, mechanics, spelling, and syntax **10%**

A. Communicates with appropriate clarity and coherency; demonstrates control of language and paragraph conventions

**V. Organization/ Arrangement 10%**

A. Moves readers throughout the essay fluidly, without producing confusion, by using appropriate divisions, effective transitions, and sufficient paragraph and sentence cues

B. Holds the readers’ attention throughout the essay through use of logical and/or emotional cues, as well as examples, narration, and detail where appropriate

**VI. Reflective Analysis**

A. Helps readers understand which aspects of the specific issue the writer has chosen to emphasize; what purpose the writer has in writing; what kinds of rhetorical strategies to use and where to use them; what audience values to target; how to arrange and organize the writing; and what writing strategies to use in order to make the writing most persuasive, informative and/or entertaining.

B. Supports all analysis with appropriate detail and examples from writer’s work

***Introduction of Law***
(*ARCS* Ch 8: Extrinsic Proofs)
**Rubric and Criteria**

**I. Rhetorical Purpose 10%**

A. Develops an opinion, theme, or line of thought relevant to writer’s purpose and appropriate to writer’s audience

**II. Rhetorical Method:** extrinsic proofs **40%**

A. Supports invented premises of argument (emotional, logical, and ethical) by including relevant data, testimony, and appeals to authorities

B. Maintains clarity by connecting all proofs to relevant premises

C. Seeks goodwill of audience by ensuring that proofs are effective, authoritative, well-defined, carefully evaluated for accuracy

**III. Writing Strategies:** Providing Support and Examples **30%**

A. Supports logical claims by providing support and examples that are appropriate to the writer’s argument and effective in persuading audience to accept the writer’s premises

B. Shows evidence of careful research and invention by making sure all appeals to authorities, including quotations from outside sources and testimony from authoritative figures, are credible, qualified, persuasive, and appropriately attributed

C. Demonstrates attention to readers’ character by selecting support and examples that are engaging and appealing to readers

**IV. Invented ethos:** grammar, mechanics, spelling, and syntax **10%**

A. Communicates with appropriate clarity and coherency; demonstrates control of language and paragraph conventions

**V. Organization/ Arrangement 10%**

A. Moves readers throughout the essay fluidly, without producing confusion, by using appropriate divisions, effective transitions, and sufficient paragraph and sentence cues

B. Holds the readers’ attention throughout the essay through use of logical and/or emotional cues, as well as examples, narration, and detail where appropriate

**VI. Reflective Analysis**

A. Helps readers understand which aspects of the specific issue the writer has chosen to emphasize; what purpose the writer has in writing; what kinds of rhetorical strategies to use and where to use them; what audience values to target; how to arrange and organize the writing; and what writing strategies to use in order to make the writing most persuasive, informative and/or entertaining.

B. Supports all analysis with appropriate detail and examples from writer’s work

1. **Supplementary Materials: Research - Based Action Essay (RAE) Rubric**

**Common Criteria**

**RAE Part I: Audience Analysis**

**I. Attends carefully to perspectives, values, habits, and beliefs of others**

A. Demonstrates attempts to understand beliefs of specified academic audience by directly identifying and justifying several audience values and expectations

B. Shows evidence of wide research into audience habits and expectations by providing supportive details learned through observation, experience, and outside research

**II. Understands audience expectations of form, convention, style, and appropriate strategies**

A. Argues for forms and conventions most likely to appeal to desired academic audience by providing references to other existing texts and examples currently or historically valued by audience

B. Justifies the writer’s unique approach to the Research-Based Action Essay by outlining writing strategies and methods of proof most likely to the expectations of the particular academic audience

**RAE Part II: Action Essay**

**I. Fulfills rhetorical purpose of project:** to propose a recommended course of action that intervenes meaningfully in a group or community important to the writer

A. Creates successful proposal by recommending a course of action appropriate to topic, audience, and purpose

B. Intervenes meaningfully in target community by situating recommending action within the values, beliefs, and expectations most relevant and persuasive to audience

C. Recognizes audience values explicitly or implicitly by including topics, details, and claims relevant and interesting to audience

**II. Persuades audience through use of relevant rhetorical strategies**

A. Stasis theory: uses stasis theory to frame argument practically or theoretically; settles on a point of stasis in order to clarify the stakes of taking action; demonstrates awareness of other points of stasis that might affect alternative course of action

B. Logical proofs: argues for probabilities likely to be accepted by an academic audience; makes logical claims and supports claims with relevant methods of logical proof; constructs argument inductively or deductively; appeals to readers’ logical expectations of action by inventing major and minor premises that are likely to be widely accepted and are not deliberately false

C. Extrinsic proofs: supports claims with relevant data, testimony, and appeals to authorities; carefully checks all extrinsic proofs for accuracy and definition

**III. Engages audience through use of key writing strategies**

A. Thesis: thesis statement helps audience writer’s recommended course of action; thesis is arguable, clear, and authoritative

B. Anticipating counterarguments: demonstrates awareness of other points of view and courses of action; uses strategies of acknowledgement, modification, or refutation to engage with alternative contexts and arguments

C. Support and examples: makes use of appropriate details, data, and other methods of proof in order to persuade audience of central claims; takes care to check all support and examples for accuracy and relevance

**IV. Assumes appropriate ethos by strategic use of grammar, mechanics, spelling, and syntax**

A. Communicates with appropriate clarity and coherency; demonstrates control of language and paragraph conventions; maintains appropriate rhetorical distance for academic audience

**V. Holds readers’ attention through careful arrangement of all paragraphs, sentences, arguments, and claims**

A. Moves audience throughout the essay fluidly, without producing confusion, by using appropriate divisions, effective transitions, and sufficient paragraph and sentence cues

B. Holds the audience’s attention throughout the essay through use of logical and/or emotional cues, as well as examples, narration, and detail where appropriate

C. Successfully introduces topic with appropriate tone and clarity; concludes essay with appropriate sense of urgency and action

**RAE Part III: Reflective Analysis**

**I. Argues convincingly for rhetorical purpose of project**

A. Helps readers understand writer’s choices in selecting:

 1. which particular issues to address from the writer’s larger topic

 2. what course of action to take

 3. what kinds of rhetorical strategies to use and where to use them

 4. what audience values to target

 5. how to arrange and organize the project

 6. what writing strategies to emphasize in order to make the writing most persuasive,

 informative and/or entertaining

B. Meets expected conventions of reflective analysis by focusing on:

 1. clear and coherent claims that argue for the writer’s sophisticated understanding of

 rhetorical methods and writing strategies

 2. extensive support for each claim, drawn from the writer’s experiences in invention and

 design as well as from direct references to the writer’s artifact

C. Engages readers of analysis through use of rhetorical methods and writing strategies; writer makes the analysis itself immersive and persuasive

**II. Provides ample evidence of rhetorical methods used for invention, design, arrangement, and style in project**

A. Stasis theory: Shows evidence of careful research into existing courses of action already proposed for the issue or topic, either by discussing these issues directly or by referencing them throughout the analysis

B. Logical proofs: Demonstrates attention to logical expectations of an academic audience as well as ways in which these expectations might be re-shaped; discusses choices of logical proof, including enthymemic forms and other examples

C. Extrinsic proofs: Justifies how all uses of extrinsic proof against audience expectations and values

**III. Demonstrates strategic employment of key writing strategies**

A. Justifies writer’s understanding of writing strategies by explaining in detail how creating a strong thesis statement, anticipating alternative course of action, and providing support and examples all affected the writer’s choice of invention, arrangement, and style

**IV. Invented ethos: grammar, mechanics, spelling, and syntax**

A. Discusses writer’s attempts to control “ethos” in writing through diction, language, voice, sentence structure, etc.; discusses the expectations of an academic audience

**V. Organization/ Arrangement**

A. Gives clear understanding of writer’s choices in arranging the essay, including details about introductory and closing paragraphs as well as which claims and arguments to handle in which order