The Instructor Guide to Undergraduate Rhetoric and Writing Studies

17th Edition

Awarded the Certificate of Excellence for Writing Programs at the 2012 Conference on College Writing and Communication

The UTEP Instructor Guide to Undergraduate Rhetoric and Writing

Seventeenth Edition

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Acknowledgments

Content Contributors

This edition was created through the cooperation, contributions, and collaborations of Undergraduate Writing instructors at the University of Texas at El Paso. Faculty members were generous with their time as well as their ideas, sample assignments, and exercises. Their input was vital to the creation of this text.

Student Project Contributors

A special thank you to all the students whose work appears in this Guide as their work provides immense help for current and future students in RWS.

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CHAPTER ONE: AN INTRODUCTION TO UNDERGRADUATE RHETORIC AND WRITING STUDIES

> The University of Texas at El Paso offers degrees in many areas, all of which require two college-level courses in writing. These two required courses are RWS 1301/ENGL1311, Expository English Writing, and RWS 1302/ENGL1312, Research and Critical Writing.

Overview of Undergraduate Rhetoric and Writing Classes

Because each student and each faculty member is a unique individual, there are a variety of ways in which Undergraduate Writing faculty members work with their students to enable them to grow as writers. One of the reasons your Undergraduate Writing class is relatively small, in fact, is so that you and your instructor can work closely together to improve your writing. The writing instruction that you are receiving, therefore, will not necessarily be the same as the instruction some of your friends are receiving, nor will it necessarily be identical to the contents of this guide. Undergraduate Writing instructors make decisions about their assignments based on what they believe each individual section needs.

Our courses are designed with two primary goals in mind: to sharpen your critical thinking skills and to empower you to make effective choices as a writer. Our writing courses are "rhetorically based," which means that they connect you with an intellectual tradition that has a long and rich history, one which learned men and women have been developing knowledge about for many centuries. Rhetorically-based writing courses encourage you to explore ideas through language and to organize and express your thoughts and information in the most effective ways. Writing courses based in rhetoric also means that assignments engage you in writing about a variety of subjects for a variety of audiences, considering both the occasions and the purposes of your writing.

Making the most effective choices as a writer will require you to take a twofold approach. First, you will need to look back, building on the foundation in writing that your secondary education and previous experiences have already given you. Then, you will need to look ahead, working to develop a new college-level proficiency in writing that will enable you to fulfill the writing requirements in your other courses at the university and to satisfy the writing responsibilities of

your profession after you graduate. Your Undergraduate Writing courses may well engage you in collaborative learning activities to achieve these goals because collaborating with your classmates in small groups is one of the best ways to develop your writing skills as well as your reading and editing skills.

Generally, your writing courses will involve you in continuous revising, for it is undoubtedly true that the best writers are also the best re-writers. In these courses you will also need to devote considerable time to reading since one of the best routes to developing as a writer is to read extensively. Reading in college is, by its very nature, active reading, which is to say that you must take an energetic posture to analyze, synthesize, and evaluate the texts that you encounter. When reading and writing are described as "critical," it means they involve those particular skills of creating, analyzing, and evaluating, which are especially central to doing research, another important component of the Undergraduate Rhetoric and Writing Studies program.

Undergraduate Writing courses at UT El Paso are performance courses, and it is your performance as a writer that is their focus. While an occasional lecture may sometimes address a topic of relevance to your entire class, most instructors emphasize a "workshop" approach, one that involves you in actively doing activities related to the processes of writing. Because a workshop approach requires active participation, instructors have rigorous policies regarding the importance of attendance and turning work in on time. Complying with your instructor's expectations should be one of your ongoing priorities.

RWS Class Policies and Processes

Each instructor will have his or her own policies for class. What follows, however, are some general policies for all Undergraduate Rhetoric and Writing courses.

Syllabus – During the first two weeks of class, instructors in each section will distribute a detailed syllabus. The syllabus will state each instructor's policies for that class to supplement the policies in this book. It will also tell you how many projects you will work on, what types of projects you will complete, and how they will be weighted to achieve a final grade. Due dates for projects, reading assignments, and other important information will also be found on your syllabus, as will your instructor's name, office hours, office location, and methods for contacting your instructor. The syllabus is the student contract with the instructor.

Attendance – Each instructor develops his or her own attendance policy, but some general rules apply to every class. First and foremost, students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. Thus, you need to be in class on time and with the books and your work in front of you to successfully complete your writing courses. Generally, writing instructors allow six hours of absence, or two weeks, before dropping or failing a student. If for some reason you cannot make a particular class, it is always your responsibility to inform your instructor (in advance, if possible), to turn in any work required that day, and to get copies of handouts. If you have registered late for the course, it is your responsibility to catch up and complete the work you have missed.

Note: Each semester has a drop date beyond which an instructor can no longer drop a student with a "W." Students who fail to attend or fulfill assignments after the drop date must necessarily receive an "F." However, in the event of exceptional circumstances, and with the

approval of the instructor of the course and the academic dean, a grade of "W" may be obtained. The student is responsible for supplying written documentation to support the request for a "W." Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course.

Please also be aware of the six-course drop limit. According to the Texas Education Code, "all undergraduate students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.

Textbooks – You must purchase all textbooks required for the course. Failure to do so decreases your chances of passing the course and learning what you need for becoming a successful writer. Reading the assignments in your texts ensures that you understand all of the information, strategies, and nuances of college writing and critical thinking. An additional benefit of reading is that it assists you in the acquisition of vocabulary appropriate for an elevated college level of articulation and communication.

Assignments – You must keep up with the readings in order to be prepared for class discussions. You must be prepared to submit copies of a draft of your project on assigned peer review dates, and you must also submit all assignments on time. Failure to do so results in lower grades. If you are unable to participate in group or class discussions, your class participation grade suffers, as does your ability to generate ideas for your projects.

If you fail to participate in peer reviews, your instructor may deduct points from your final grade, and your project will suffer from the lack of assistance from your peers and, perhaps, the instructor. Unless prior arrangements are made with the instructor, late final projects are rarely accepted without serious deductions in points.

Plagiarism and Academic Dishonesty – It is academic dishonesty, and often illegal, to present someone else's ideas or writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources. Documentation includes marking quotations, as well as providing notes, citations, and a reference list. In addition, it is academically dishonest to submit your own previously written work for a current assignment, or to submit an assignment in more than one class without the prior permission of the instructors involved. Finally, collusion, or accepting another's work for submission or lending your work to someone else for submission is unacceptable.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Copyright and Fair Use – The University requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Collaborative Writing and Peer Reviews – Collaborative learning—also called group work—involves working with other students to suggest topics, determine meanings, collect research, and provide feedback. In other words, collaborative learning is an engaging and effective way of learning.

Peer reviewing is a form of collaboration that takes place after you have completed a substantial draft of your writing assignments. In a peer review session, a small group of your fellow students will help you revise your writing, and you will help them revise theirs. If you are unsure about organization, support, or clarity, for example, another student can often make a useful suggestion. Peer reviewing can be a valuable way to share writing experience and to practice the editing abilities that you must master if you are to become a good writer.

Conferences – Most writing instructors set aside class time for individual or group conferences. Some teachers conduct individual conferences instead of regular class, while others conduct individual conferences during class time by having the class engage in other group activities during the conferences. These conferences are relatively short, ranging from ten to twenty minutes, but they provide both instructor and student the guaranteed opportunity to discuss a piece of writing one-to-one. This is, in some ways, an ideal learning situation because student and teacher may speak directly about the piece, which will, of course, generate more ideas and a better understanding of the assignment's particular needs.

Instructor Specific RWS Policies

Class Observations - Someone may visit your class, on an impromptu basis, to observe. The visit may be for the duration of the entire class or for only a portion of it. You may want to let your students know about this, so that they don't get distracted when someone unknown to them is there.

Because visits will be impromptu, it's important that we know where your class will be. Therefore, if your class is visiting the library, etc., this should be indicated in your syllabus.

Please know that the purpose of observations is to ensure that students are being well-served and to provide you with a positive mentoring experience. You may also request someone specific to observe your class and to write an assessment in the form of a letter, which you might later use in a job application.

Classroom Time Duration – Please note that an in-class session should be conducted for the full duration of the allotted time. Although, it is acceptable to let the class out early on occasion, this should be for no more than 10 minutes prior to the actual class ending time.

Responding to Emails – Responding to program emails is an integral part of all instructors' job responsibilities, not only during the semester but also between semesters. In other words, it is a condition of ongoing employment. Issues arise. Your students may have questions about their final course grade. We may need to ask you about preferences regarding course schedules. Or, we may need clarification regarding a student's formal registration of a complaint. The work of the program does not end with a semester's end, unfortunately.

Information for Syncing UTEP email, calendars, contacts, and/or Blackboard from anywhere on smartphones, tablets, and other mobile devices: http://admin.utep.edu/Default.aspx?tabid=58236

Qualifications for Continued TA/AI Employment:
- You must maintain a minimum GPA of 3.0.
- You must be enrolled for 9 hours each fall and spring semester.
- TAs may not be employed elsewhere.
- AIs may be not be employed elsewhere, unless the graduate school approves.

You must satisfactorily meet your job duties and responsibilities, e.g., tutoring, teaching, professionalization activities, meetings, etc.

Student/Instructor Conflict of Interest - Please notify a program administrator if you have a student in your class who fits any of the following criteria:

1. S/he is a relative.
2. You and s/he have shared an adversarial experience in the past.
3. You and s/he now have or have been in a romantic relationship.

The student will be removed from your course section and assigned to another. This is for your protection, as well as for the protection of the student.

Alleged Student Academic Dishonesty (as taken from the UTEP Policies and Procedures Document) - Under the Regents' Rules and Regulations, the Dean of Students has authority and responsibility for the administration of student discipline. Specific provisions and requirements regarding student conduct and discipline at the University are contained in Section II, Student Affairs, of this Handbook, available electronically on the Internet at http://admin.utep.edu/hoop/. In most instances, the distinction between academic and disciplinary matters is clear-cut. However, this may not always be the case when possible scholastic dishonesty is involved. Accordingly, the following guidelines are provided:
   A. All alleged acts of scholastic dishonesty must be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation and dismiss the allegation, or proceed with disciplinary action that provides the accused student due process.
   B. It is a violation of the Regents' Rules and Regulations for a faculty member to withdraw a student or to assign a grade such as an "F" or "zero" to an assignment, test, examination, or other course work as a sanction for admitted or suspected dishonesty in lieu of reporting the alleged violation to the Dean of Students. Such action is a disciplinary penalty that violates the student's right to due process and leaves the faculty member vulnerable to a student grievance petition, a civil lawsuit, and possible disciplinary action by the University. Similarly, students are prohibited from proposing an arrangement with a faculty member to receive any reduced grade in lieu of being reported to the Dean of Students for suspected scholastic dishonesty.

Blackboard Usage Requirements - All instructors will be required to use the following features of Blackboard:

1. <u>Syllabus</u>. The syllabus is to be available (also as a downloadable document) the entire semester.
2. <u>Assignment Turn-In</u>. All major assignments will be submitted to Blackboard.
3. <u>Plagiarism Check</u>. All students will submit major assignments to this feature.
4. <u>Gradebook</u>. Grades for major projects will be submitted to students through Blackboard, which will record them in the gradebook.

Institutional Compliance – Please note that your employment is contingent on compliance with specific institutional policies, such as providing information in Digital Measures, Credentialing, and completing Online Compliance Modules.

Digital Measures - To provide general information about yourself, follow the instructions below.

How to Access Digital Measures (provided by Ms. Ana Diaz)

1. Log in to http://my.utep.edu.
2. On the orange bar, select "My.Home."

3. At the "My.Home" page, the "My Online Services" menu is located to the right. Click on "Digital Measures."

4. Once in Digital Measures, you will see the following screen, where you enter your general information. (Do not complete the "Education – faculty credentialing" portion that asks for your Curriculum Vita or Resume, as this will be completed by the department.)

Credentialing - UTEP must comply with accrediting agencies to verify that faculty possess the credentials required to teach. These credentials include a transcript and curriculum vita.

The Department of English also maintains a copy of these documents. Therefore, you should submit as soon as possible, following your acceptance of employment, a formal transcript and curriculum vitae to the departmental administrative assistant, Ana Diaz. (If you obtain an additional degree while employed, you need to re-submit a formal transcript and an updated curriculum vita.)

Note that if your degree(s) was earned at UTEP, Ana Diaz can request the transcript for you.

Transcripts must be sent directly from the institution to Ms. Ana Diaz. The following is her mail information.

> Ms. Ana Diaz
> University of Texas El Paso
> Department of English
> 500 W. University Ave.
> Hudspeth Hall 113
> El Paso, TX 79968

Online Compliance Modules - In the fall semester, you will receive an email from UTEP's Office of Compliance regarding a series of online compliance modules all employees are required to complete. Links to the modules are provided in the email. Following successful completion, you will receive a certificate of completion.

New Hires – New hires need to complete an information sheet, an office hours card, and a waiver for an FBI background check. The office hours card is provided here; however, be sure to obtain the information sheet and background check forms from Ana Diaz.

[RWS Office Hours Card](#)

Semester Season/Year: _____ INFORMATION CARD					
Name:		Date:			
Home Address:		Home Phone:			
Office Address:		Office Phone:			
Email:					
SUBJECT	SECTION	DAYS	HOURS	ROOM	NO.ENROLLED
Office Hours:					

[WPA Outcomes Statement for Undergraduate Writing](#)

Undergraduate Writing courses at UTEP are designed to meet the outcomes statement created by the Council of Writing Program Administrators which was adopted by the Council of Writing Program Administrators (WPA), April 2000; amended July 2008.

A version of this statement was published in *WPA: Writing Program Administration* 23.1/2 (fall/winter 1999): 59-66.

Introduction

This statement describes the common knowledge, skills, and attitudes sought by undergraduate writing programs in American postsecondary education. To some extent, we seek to regularize what can be expected to be taught in undergraduate writing; to this end the document is not merely a compilation or summary of what currently takes place. Rather, the following statement articulates what writing teachers nationwide have learned from practice, research, and theory. This document intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards should be left to specific institutions or specific groups of institutions.

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and a concerned public do not imagine that these outcomes can be taught in reduced or simple ways. Helping students demonstrate these outcomes requires expert understanding of how students actually learn to write. For this reason we expect the primary audience for this document to be well-prepared college writing teachers and college writing program administrators. In some places, we have chosen to write in their professional language. Among such readers, terms such as "rhetorical" and "genre" convey a rich meaning that is not easily simplified. While we have also aimed at writing a document that the general public can understand, in limited cases we have aimed first at communicating effectively with expert writing teachers and writing program administrators.

These statements describe only what we expect to find at the end of undergraduate writing, at most schools a required general education course or sequence of courses. As writers move beyond undergraduate writing, their writing abilities do not merely improve. Rather, students' abilities not only diversify along disciplinary and professional lines but also move into whole new levels where expected outcomes expand, multiply, and diverge. For this reason, each statement of outcomes for undergraduate writing is followed by suggestions for further work that builds on these outcomes.

Rhetorical Knowledge

By the end of first year writing, students should

- o Focus on a purpose
- o Respond to the needs of different audiences
- o Respond appropriately to different kinds of rhetorical situations
- o Use conventions of format and structure appropriate to the rhetorical situation
- o Adopt appropriate voice, tone, and level of formality

- o Understand how genres shape reading and writing
- o Write in several genres

Faculty in all programs and departments can build on this preparation by helping students learn

- o The main features of writing in their fields
- o The main uses of writing in their fields
- o The expectations of readers in their fields

Critical Thinking, Reading, and Writing

By the end of first year writing, students should

- o Use writing and reading for inquiry, learning, thinking, and communicating
- o Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- o Integrate their own ideas with those of others
- o Understand the relationships among language, knowledge, and power

Faculty in all programs and departments can build on this preparation by helping students learn

- o The uses of writing as a critical thinking method
- o The interactions among critical thinking, critical reading, and writing
- o The relationships among language, knowledge, and power in their fields

Processes

By the end of first year writing, students should

- o Be aware that it usually takes multiple drafts to create and complete a successful text
- o Develop flexible strategies for generating, revising, editing, and proof-reading
- o Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- o Understand the collaborative and social aspects of writing processes
- o Learn to critique their own and others' works
- o Learn to balance the advantages of relying on others with the responsibility of doing their part
- o Use a variety of technologies to address a range of audiences

Faculty in all programs and departments can build on this preparation by helping students learn

- o To build final results in stages
- o To review work-in-progress in collaborative peer groups for purposes other than editing
- o To save extensive editing for later parts of the writing process
- o To apply the technologies commonly used to research and communicate within their fields

Knowledge of Conventions

By the end of first year writing, students should

- o   Learn common formats for different kinds of texts
- o   Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- o   Practice appropriate means of documenting their work
- o   Control such surface features as syntax, grammar, punctuation, and spelling.

Faculty in all programs and departments can build on this preparation by helping students learn

- o   The conventions of usage, specialized vocabulary, format, and documentation in their fields
- o   Strategies through which better control of conventions can be achieved

Composing in Electronic Environments

As has become clear over the last twenty years, writing in the 21st-century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. Therefore, although the *kinds* of composing processes and texts expected from students vary across programs and institutions, there are nonetheless common expectations.

By the end of undergraduate writing, students should:

- o   Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- o   Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources
- o   Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

Faculty in all programs and departments can build on this preparation by helping students learn

- o   How to engage in the electronic research and composing processes common in their fields
- o   How to disseminate texts in both print and electronic forms in their fields

CHAPTER TWO: INVENTION

Invention, or "prewriting," is a stage many novice writers do not know about and, therefore, miss in their composing processes. Consequently, RWS 1301/ENGL1311 places considerable emphasis on this area. The invention process involves exploring a subject, defining its many possible issues as well as finding effective rhetorical strategies to articulate them. The RWS 1301/ENGL 1311 and RWS 1302/ENGL 1312 chapters include invention strategies specific to the assignments, and you will be taught many strategies to help you in the invention process including brainstorming, freewriting, sharing, discussing, clustering (also known as mapping), looping, and cubing. They may not all work for you, but you should try each one until you find a method that works. This chapter provides some general invention strategies that you might use for your writing classes or any other class you are taking.

```
El Paso
Revitalization

Private interests
Corporate interests
Public meetings
Options on table
Costs
Public attitude
Benefits
Limits
```
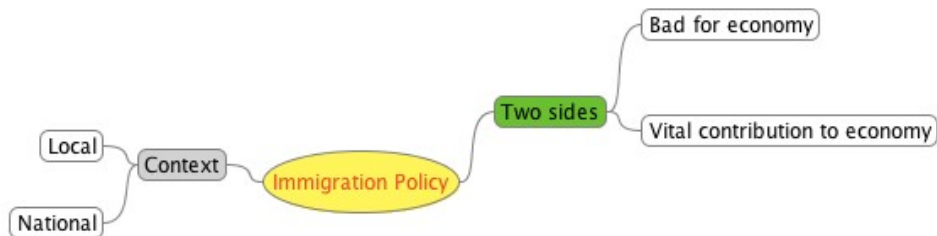
First-Day Writing Exercise

Name: _____

New at UTEP? (circle) YES NO

Phone (optional): _____

Address (optional): _____

E-mail address: _____

In the space below, describe your philosophy towards education. Use the back of the page if necessary. For example, why are you in school/at UTEP? What are your expectations of your instructors? What are your responsibilities as a student? What are your goals for this particular class? How do you plan to achieve these goals?

[Thesis Statements](#)

No matter what class you are writing in, you will want to have a clear thesis statement. A good thesis statement tells your reader what to expect. Yet, thesis statements can also be useful to the writer. Think of it this way: when you start out on a trip, you ought to be able to answer three questions: Where am I going? Why am I going there? How do I plan to get there? You wouldn't leave the house without some destination in mind. As a rule, fruitful trips must be planned. The same is true about writing. People write better when they spend some effort creating a working thesis. A working thesis may not be the one you use in the final paper, but it will help you start effectively.

Write a thesis that predicts, controls, and obligates.

Predicts:

If you were to state as your thesis: **America has had a feminist bias since the beginning of its history,** your reader would guess that your essay will probably deal with such factors as a woman's role in the colonies and in the settlement of the frontiers. Your reader **would not expect you to deal exclusively with Betty Friedan's book <u>The Feminine Mystique</u>, which is about today's woman.** When carefully planned, your thesis will predict the general direction in which your essay will move, and it will dictate what sort of explanation or evidence you must provide.

Avoid dead-end theses, such as the following:

Speeding on freeways is dangerous.
A relationship exists between eating and gaining weight.
Before the Civil War, American slaves were oppressed.

Such statements are so self-evident that they require no further argument; in other words, they lead nowhere.

Controls:

Consider the following thesis: Today, religion is no longer the uncontested center and ruler of human life because Protestantism, science, and capitalism have brought about a secularized world.

In this example, the structure on the essay is inherent in the thesis. The advantage of such a thesis is that in committing the writer during the prewriting stage, it controls (or focuses) him/her during the writing. The essay will quite naturally fall into four sections.

- A description of medieval society when religion was the center of human existence.
- An explanation of how Protestantism secularized human beings.
- An explanation of how science secularized human beings
- An explanation of how capitalism secularized human beings.

Thus, the thesis acts as a mini-outline.

Obligates:

Confused, vague, unfocused writing is often the result of a writer's refusal to stick to his/her thesis.

Seven errors to avoid when composing a thesis:

1. A thesis cannot be a fragment; it must be expressed in a sentence.

> **Poor:** How life is in a racial ghetto
> **Better:** Residents of a racial ghetto tend to have higher death rates, higher disease rates, and higher psychosis rates than do any other residents of American cities.

2. A thesis must not be in the form of a question. (Usually the answer to that question is the thesis).

> **Poor:** Should eighteen-year-olds have the right to vote?
> **Better:** Anyone who is old enough to fight a war, conduct business legally, or marry is old enough to vote.

3. A thesis must not contain such phrases as I think, or I believe. They merely weaken the statement.

> **Poor:** In my opinion most men wear beards because they are trying to find themselves.
> **Better:** The current beard fad may be an attempt on the part of men to emphasize their male identity.

4. A thesis must not contain elements that are not clearly related.

> **Poor:** All novelists seek the truth; therefore some novelists are good psychologists.
> **Better:** In their attempt to probe human nature, many novelists appear to be good psychologists.

5. A thesis must not be expressed in vague language.

> **Poor:** Bad things have resulted from religion being taught in the classroom.
> **Better:** Religion as part of the school curriculum should be avoided because it is a highly personal and individual commitment.

6. A thesis must not be expressed in muddled or incoherent language.

> **Poor:** Homosexuality is a status offense because the participants are willing so that the relationship is voluntary in character rather than the type described in a victim-perpetrator model.
> **Better:** When participants in a homosexual act are consenting adults, homosexuality should be considered a status rather than a criminal offense.

7. A thesis should not be written in figurative language.

> **Poor:** Religion is the phoenix bird of civilization.
> **Better:** As long as humans can conceive the idea of a god, religion will rise to give us a spiritual reason for existence.

Exercise #1: Thesis Statement

Freewrite for 5 minutes about 'adolescence' and do the following:

- Write down everything you know about adolescence. Do not pause. Do not stare off into space. Just write. If you cannot think of anything to write, then write that. Something will pop into your mind.

- After you are finished, read what you have written and circle key ideas.

- In groups discuss the key ideas and collaborate to write a working thesis that predicts, controls, and obligates.

Exercise #2: Brainstorming – Part One

The first step in writing is finding something to say. In an academic setting, many times you will be given the subject for your writing. Other times, it will be up to you to come up with the subject. In these cases, sometimes the hardest part of writing is getting started. Brainstorming is a way to get ideas onto the page in order to generate writing topics and content.

Use the time given to you by your instructor to list as many items as you can think of related to the possible topics for your writing.

Exercise #3: Brainstorming – Part Two

After reading an assigned essay, spend a few minutes generating ideas for your own writing. What connections can you make to things you already know? What questions do you have? Then come up with 4 topics for a paper. For each topic, write a "working thesis" that states what the topic is and what arguments or details would support it. Be prepared to discuss your topics with your group.

 1.

working thesis:

 2.

working thesis:

 3.

working thesis:

 4.

working thesis:

Exercise #4: Heuristic Exercise

Using one of your brainstorming topics, answer the questions one by one, and replace the blank with the subject you want to explore. Write brief notes to answer the questions. If you get stuck, move on. Note the ideas that look promising and useful.

Definition

1. How does the dictionary define _____?

2. What do I mean by _____?

3. What group of things does _____seem to belong to? How is

_____different from other things in this group?

4. Did _____mean something in the past that it doesn't mean now? If so, what? What does this former meaning tell us about how the idea grew and developed?

5. When or how is the meaning of _____misunderstood?

Comparison

1. What is _____similar to? In what ways?

2. What is _____ different from? In what ways?

3. _____ is superior to what? In what ways?

4. _____ is inferior to what? In what ways?

Relationship

1. What causes _____ ?

2. What is the purpose of _____ ?

3. Why does _____ happen?

4. What comes before and after _____ ?
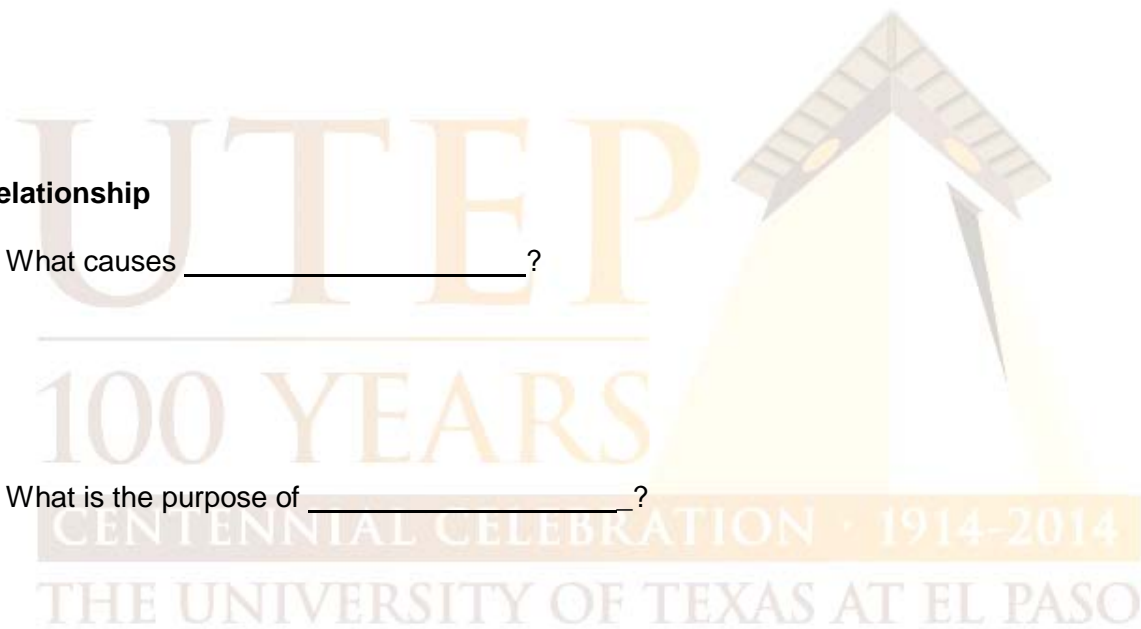
Circumstance

1. Is _____possible or impossible?

2. What qualities, conditions, or circumstances make _____possible or impossible?

3. Supposing that _____is possible, is it also desirable? Why?

4. Who has done or experienced _____?

5. What would it take for _____to happen now?

6. What would prevent _____from happening?

Testimony

1. What have I heard people say about _____?

2. Do I know any facts or statistics about _____? If so, what?

3. Do I know any well-known or famous saying(s) related to _____?

4. Are there any laws about _____?

5. Do I want to do any research on _____?

* Adapted and edited from Elizabeth Cowan Neeld, Writing, 3/e Illinois: Scott-Foresman/Little Brown, 1990.

Exercise #5: Freewriting

Using one of your brainstorming topics, freewrite on any ideas that occur to you. Remember to ignore spelling, sentence structure, organization, and any other convention of language that gets in the way of putting ideas on paper. Write fast and put down **every** thought that comes to mind. You can edit out anything you want later.

You can also do this on a computer by typing as quickly as you can all the thoughts that pop into your head. To make sure that you aren't censoring yourself, cover the screen or turn off the monitor. Then, review what you wrote. There will probably be several ideas you can consider more deeply.

Exercise #6: Interview Planning - Exploring Your Preconceptions

Answer the following questions based on the event, era, or segment of history that you intend to interview someone from.

1. I intend to write about _____

   _____

2. I will interview (person's name) _____

3. What do I already know about this event?

4. When did it happen?

5. Do I associate anyone or anything with this event?

6. What is my attitude toward this subject?

7. Do I anticipate any troubling discoveries?

8. What do I expect to discover as I interview my subject and/or research it?

9. Might I find anything amusing in it?

10. What do I think I will learn from the interview and research that I wouldn't learn from a history book?

11. What, if any, are my own biases that I should be aware of concerning the subject?
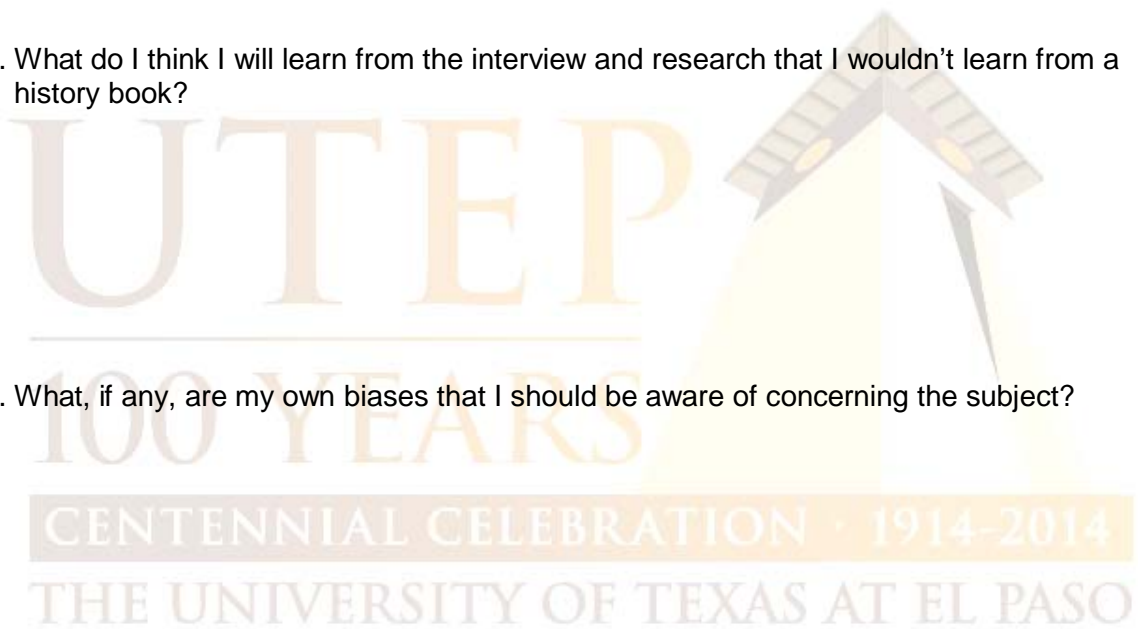
Exercise #7: Learning Log

Your instructor may require a learning log to complement your course work. Successful writers learn to read on at least two levels: (1) reading for meaning, and (2) reading to improve their writing skills. The learning log assignment helps you become an active reader and a better writer. If asked to keep such a log, purchase a separate notebook, and divide the log into three sections: (a) Assigned Reading Entries, (b) Lecture Notes, and (c) Elective Entries. However, your instructor may provide another format for you to follow.

Response Entries

A. Assigned Reading Entries
In this section, summarize the main ideas of each assigned reading. After summarizing the main points, take time to respond. Relate the material to your own writing. What one point in the reading seems most helpful to you? What did you learn? How did the author organize the material? Is the organization effective? Why or why not? Do you agree with the thesis of the essay? Why or why not? What impact does the essay have on your thinking or your writing? Explain.

B. Lecture Notes
Undergraduate Writing courses are writing workshops, not lecture classes. However, when your instructor lectures, summarize the remarks. What strikes you as the major point(s) of the lecture? Do these points help clarify your own writing situation challenges? How can you apply this material to your own writing?

C. Elective Entries
Here your instructor may give you the option of summarizing and responding to at least five readings not assigned for the class. These might be academic papers, opinion pieces, professional blogs, and so on.

Things to Do:

- Dig deeply into the readings. Go beyond the easy and superficial interpretation of them. Ponder what this information means to you. Reflect upon why the authors craft their writings as they do. In other words, cultivate a critical eye.
- Try to understand how a writer crafts materials to develop and argue a thesis. How can you adapt these strategies to your own writing?
- Identify each writer's purpose and intended audience. How has the material been adapted for that audience? Can you relate this tactic to your own writing?
- Look up unfamiliar words in the dictionary. It is impossible to develop logical or effective conclusions and interpretations if you misunderstand or do not know what an author is saying.

Things NOT to Do:

- Don't worry too much, at first, about the mechanics of writing (i.e., punctuation, grammar, usage). The learning log is designed to give you the time and space to think informally about writing theory, theory application, and how all this applies to you and your own writing.
- Don't try to summarize each point in the readings. The chapters and essays are much too long and complex to summarize in one or two paragraphs. Instead, pick out what you consider to be the claim or thesis as well as the most important and relevant supporting points. Briefly explain them in your own words.
- Don't be wordy. Your entries typically should not exceed one page, unless you feel especially inspired. If that is the case, by all means forge ahead.

Exercise #8: Paraphrasing Source Material

OPTION 1: Your instructor will select a single paragraph from a reading. Your task is to rewrite the paragraph in its entirety, paraphrasing all the ideas in your own words. At the top of the page, write an APA bibliography of the source, following the appropriate format for bibliographic citations. Skip a line, and then follow the bibliography with your paraphrase of the chosen paragraph.

OPTION 2: Your instructor will ask you to locate a short article of your own choosing in a periodical from the library or the internet. Use this opportunity to do a topic search for your research paper. Print or photocopy the article. Mark a paragraph in the article that you will paraphrase. On a separate piece of paper, write an APA bibliography of the source at the top. Follow the bibliography with your paraphrase of the chosen paragraph. Staple the article, with the paragraph you marked and paraphrased, to your paper.

Practice using Quotations

Since incorporating quoted material into your papers requires you to follow a number of conventions, it is a good idea to get some isolated practice at this important writing element. Though this is a comparatively short exercise, it will give your instructor the opportunity to provide some individual guidance

Your instructor will select an essay from your text. He or she might isolate a particular passage from the essay as well. Write a 250-word paragraph in which you present four quotations from the selected passage of the essay. The quotations will be set up in four different ways:

1. Introduced with an acknowledgment or "orientation" phrase and a comma
2. The acknowledgment phrase placed in the middle of the sentence
3. Introduced with a complete sentence and a colon
4. Fully integrated with a sentence of your own

Exercise #9: Writing a Summary of an Article

Your instructor will ask you to locate a short article of your own choosing in a periodical from the library or the internet. Use this opportunity to do a topic search for your research projects. Make sure to include a link to the article at the top of the page. Follow these directions:

- Read the selection at least twice, and annotate it.
- Identify and list the main points of the article.
- Determine the author's claim or thesis of the article, either by identifying an explicit statement made in the article or by composing a statement in your own words that adequately reflects the author's main idea.
- By means of paraphrasing, summarizing, and quoting, turn steps 2 and 3 into a well-developed paragraph summary of the article.
- The name of the author, the title of the article, and the date of publication should appear early in the summary.
- The author's claim or thesis should appear early in the summary.
- Paraphrased and summarized material should far exceed the material you quote in your summary.
- Your own ideas and responses should not be included in a summary of the author's work.
- To continue learning APA bibliography format, write a bibliography for the source at the top of the page, followed by your paragraph summary.
- Remember to attach the article to your summary.
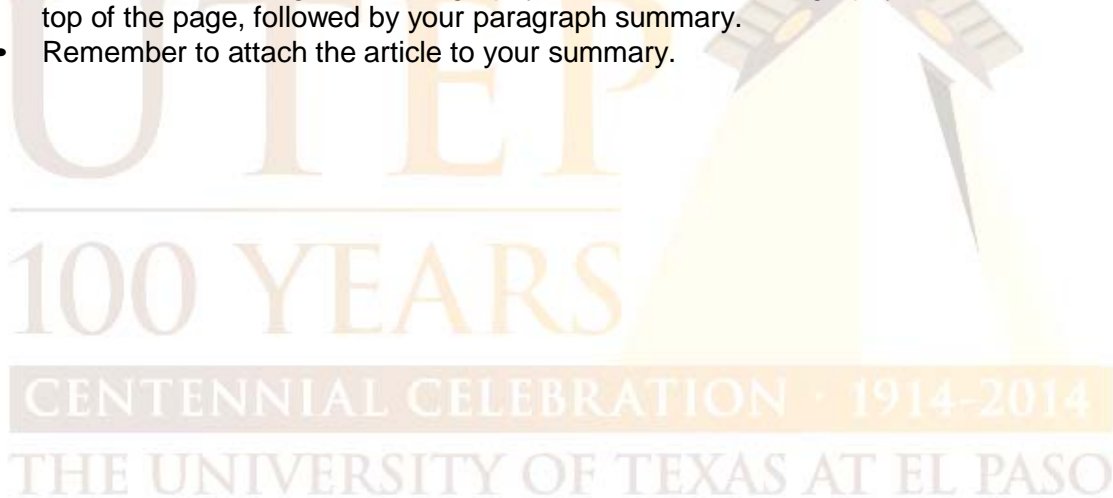
Exercise #10: Research Topic Worksheet

List three or four topics that interest you. Think about your discourse community, your possible major, the university, and read the newspaper or watch the news to generate ideas.

Write a question about each topic.

Answer each of the questions you have posed, doing so with a statement that contains either "should," "need," or "must" as a helping verb. This will establish a thesis statement that can be argued.

Which of these topics interests you enough to do research about it?

Write a paragraph or two based on what you already know about the topic you have chosen. Include why this topic is important and socially relevant?.
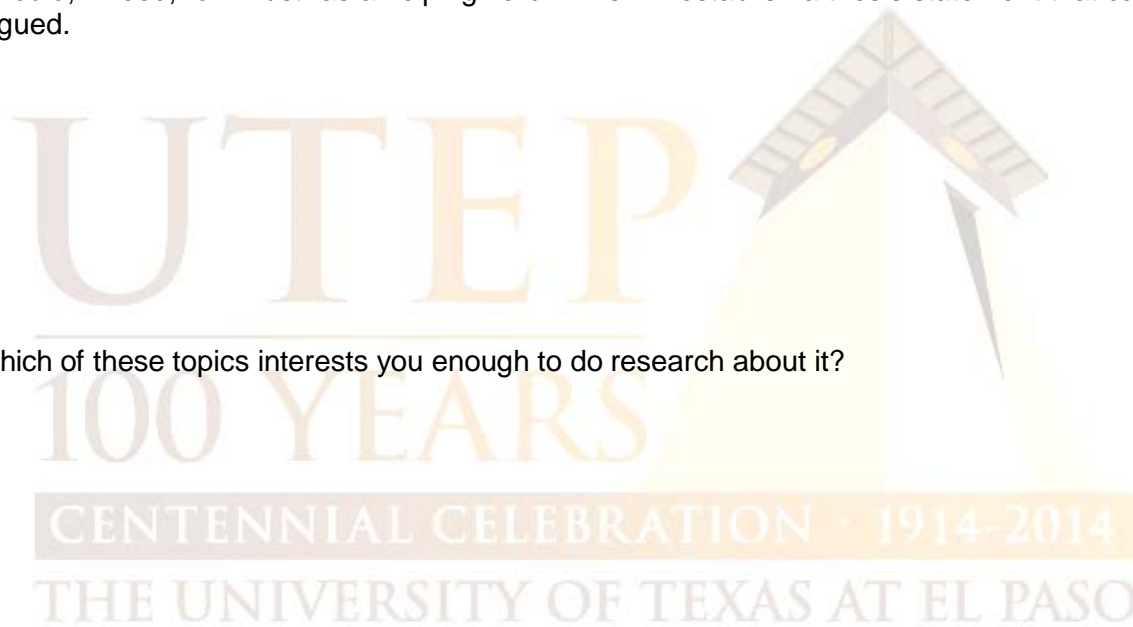
List the resources that might have information about this topic. (Books, professional journals, general magazines, government documents, newspapers, internet sites, studies, and so on)

This topic would be workable and interesting for a research paper:
yes_____no_____

Exercise #11: Writing an Argument without Sources

To give you more experience at writing and at developing a sound argument, your instructor may ask you to do this exercise, which usually is assigned just before you launch a full-scale research project. This assignment will also allow you to test ideas and help you to discover your thinking about your topic and thesis. This paper is based on what you know and think.

What is your topic? What do you already know about it? If you see this issue as a problem, then discuss why it is a problem. Describe and explain the background the reader will need to know in order to understand what you are writing about.

What is your thesis? Why?

List the three to four arguments that support your thesis. Explain how or why the arguments support your thesis.

List the one or two arguments (counter-argument) that oppose your thesis. Explain how or why the arguments oppose your thesis.

Explain how you will refute the opposition. (How will you bring the reader back to your side?)

After you have finished answering the questions above, begin drafting your assignment. You will need to add a title and a conclusion.

CHAPTER THREE: ORGANIZATION AND ANALYSIS

Organization, or arrangement, involves making choices about sequencing ideas and making logical connections. Arrangement involves the process of drafting and revising, sometimes coming up with eight to ten drafts before you are satisfied. During the first stage, you are more concerned with getting your ideas down on paper and sorting them into some logical pattern than you are about correctness. You will receive instruction and practice in the structuring of paragraphs and employing the transitional devices that make for cohesive writing. Forming interesting introductory paragraphs with attractive leads will be an emphasis, as will forming thoughtful, effective conclusions that draw from the entire paper. Additionally, you will practice analyzing written works so that you may learn organizational techniques, which you will then use in your own writing.
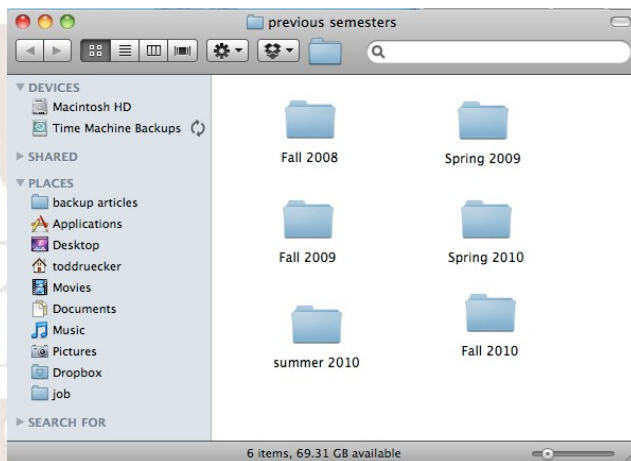
I.   Introduction
II.   Body 1—Topic Sentence
            a.   Point 1
            b.   Point 2
            c.   Point 3
III.   Body 2—Topic Sentence

Critical Reading Exercise #1

Instead of reading the piece first and then answering the questions, please complete the questions AS you are reading.

Title: _____

Read the introduction of the assigned article. Then stop and predict what the rest of the article will be about. List the supports you expect to be used.

Read two or three more paragraphs; then, stop and assess the author's purpose. Write a sentence about the tone of the essay. Is it light hearted? Or is it serious?

Read to the end. Was the topic carried through? Were your predictions correct? Was the tone consistent? What do you now feel was the author's purpose?

Compare this essay to one other in the chapter or book.

[Critical Reading Exercise #2](#)

This exercise is designed for you to practice summarizing and comparing readings. To summarize a reading, read it through one time. Then go back and find the thesis statement and topic sentences. Note the main points of support. Finally, check the conclusion for any additional insights.

Title 1:

_____

 When you have finished, summarize the reading.

Title 2: _____

When you have finished, summarize the reading.
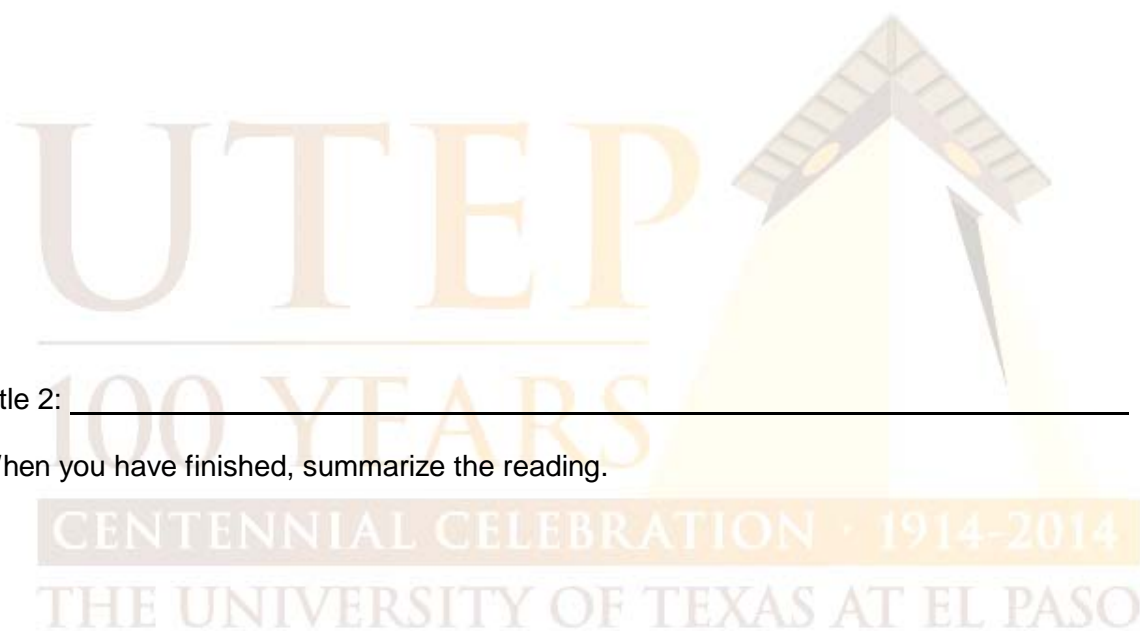
Critical Reading Exercise #2 (cont'd)

Write a paragraph summarizing the similarities between the two readings.

Write a paragraph summarizing the differences between the two readings.
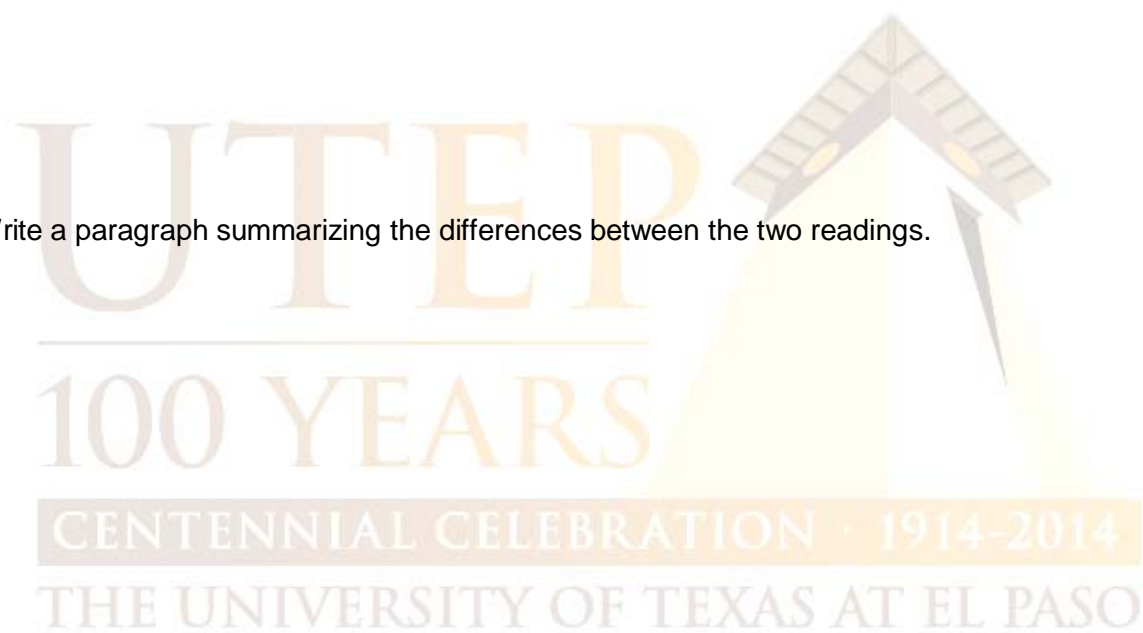
Critical Reading Exercise #3

Use the following questions to help you recognize the organization of a reading and to evaluate its effectiveness.

Title _____

Read your assignment through one time quickly. As you read, underline the main point of each paragraph. Look for connections, transitions, and supports. Read the assignment again, and jot down the sentence that seems most likely to be the thesis statement.

As you re-read each paragraph, write down its topic sentence.

Did you find a paragraph without a topic sentence? If so, how does this absence detract from the essay?

Read the conclusion. Is there another thesis statement? A final point? A sentence that is meant to make you think? Does the conclusion have a main point? Write the one sentence that states it best.
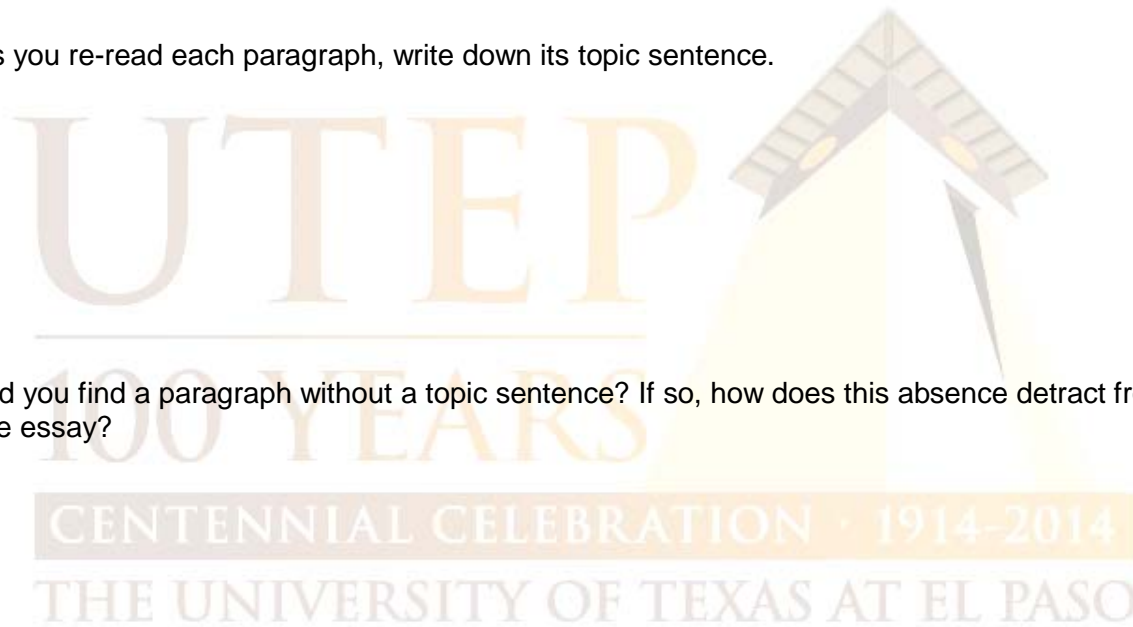
ASSIGNMENT: Composing an Outline—Research project

This assignment prepares you for writing the first draft of a project by organizing your research notes. Here are some points to consider when composing your outline:

1. As you are reading your research, record notes on individual note cards since the cards can be shuffled around. Insert a word or phrase at the top of the note card that indicates what the information on the card concerns. This system not only ensures accurate documentation, it also simplifies documenting the paper itself.

2. Determine your major topics, usually three to five in number. Organize your note cards by piling them in stacks that correspond with these major topics. These topics will become the Roman numerals of your outline.

3. Next, examine the cards in each of these major piles. Separate the note cards in each of the major piles into "subtopic" piles. The subtopics represented by these new piles will become the capital letters beneath each Roman numeral.

4. Now organize the individual cards in these smaller sets into the most effective order. Let each of these cards represent the Arabic numerals of the outline, and, where more detailed cards appear, the lower case letters beneath the Arabic numerals.

5. In essence, your outline is the organization of your notes in the most logical, effective order for the delivery of your paper.

6. Add another label to each of your note cards—the corresponding Roman numeral, capital letter, etc., of the outline that the card represents. Keep your note cards in the order of the outline.

7. Write your outline from your newly organized note cards.

8. If you follow this approach, you might notice that your outline is underdeveloped in certain areas. Go back to your sources to gather more information to develop what is lacking.

9. Writing the first draft of your paper will be much easier once you know what you are going to write and in what order. You may even produce a draft of the introduction that might be used for your paper.

[Student Model: Outline](#)

Video Games Are Making Our Youth More Aggressive

I.   Introduction

On Tuesday, April 20th, 1999 in Littleton, Colorado, two students infamously assaulted Columbine High school with guns and explosives killing 13 and injuring 24 students and teachers before ultimately killing themselves. The two attackers were reported to be fans of Doom, a violent first-person shooter video game. A rise in incidents of school shootings and other violent adolescent crimes have forced people to question whether or not violent media, specifically video games, have an effect of increasing aggression in adolescents who play these games. Some would even claim that violent video games have a larger impact than other forms of violent media because they are interactive. It is apparent that playing violent video games does increase aggression by looking at video games' scandalous history of including violent content, evidence from research, and the fact that violent video games have been used for over 20 years by the U.S. Army to train soldiers for warfare. However, there are still skeptics who argue that video games are just that: games.

II. Point 1
   A. Since the 1970's video games have been in homes and have been criticized for being violent.
   B. ESRB ratings are meant to identify violence in video games.

III. Point 2
   A. Discuss the importance of social learning theory, the general arousal model, and how neo-associative networks form the connection between violent video games and aggression.
   B. Participants in a study who preferred video games with at least some violence reported arguments with teachers and got into physical fights.
   C. Sensation seeking during the adolescent years makes adolescents seek out violent video games and reinforces aggression according to the downward spiral model.
   D. Short- and long-term exposure to violent video games increased aggressive behavior, aggressive cognition, aggressive affect, and physiological arousal, and a decrease in helping behaviors.
   E. Violent video games make adolescents more aggressive through positive reinforcement and behavioral scripts.
   F. Time spent playing and a preference for violent video games could identify adolescents who are "high-risk" to the aggressive effects of violent video games.

IV. Point 3
   A. The military uses violent video games to prepare soldiers for warfare by desensitizing them to the violence and writing behavioral scripts.
   B. The US Army put a video game, similar to what they use in their training, as a free download on their website to recruit.

V.   Counter Argument
   A. Gamers claim that video games are just games.
   B. Violent video games aren't meant to be played by children.

    C. Violent content media are used as a safe outlet for aggressive thoughts and feelings.

    D. Studies have poor research methods.

VI.   Rebuttal

    A. There is little to no parent supervision of children playing video games.

    B. Realism is a commodity in the video game industry.

    C. Parents are buying games for children that are rated for adults.

    D. Studies with good research methods get higher results than studies with poor methods in favor that violent video games promote aggressive behavior.

VII.   Conclusion

    A. Violent video games do promote aggressive behavior.

    B. Parents need to be more aware of their children's video game playing habits.

CHAPTER FOUR: RESEARCH, TECHNOLOGY AND THE LIBRARY

RWS 1301/ENGL 1311 and RWS 1302/ENGL1312 will help you develop your research abilities. This means much more than just looking for books in the library. First, you will need to learn to ask effective research questions. Then you will develop a method for locating answers to those questions. The research you will do will require that you both collect original and secondary research. You will learn to use library databases such as Nugget as well as a variety of online databases and search engines, academic and popular. Get acquainted with the library and be prepared to spend time there—whether in person or online.

Additionally, many Undergraduate Rhetoric and Writing Studies instructors use Blackboard to deliver course material and provide a place for online interaction. If you have not used this before, don't worry. Your instructor will help you get started.
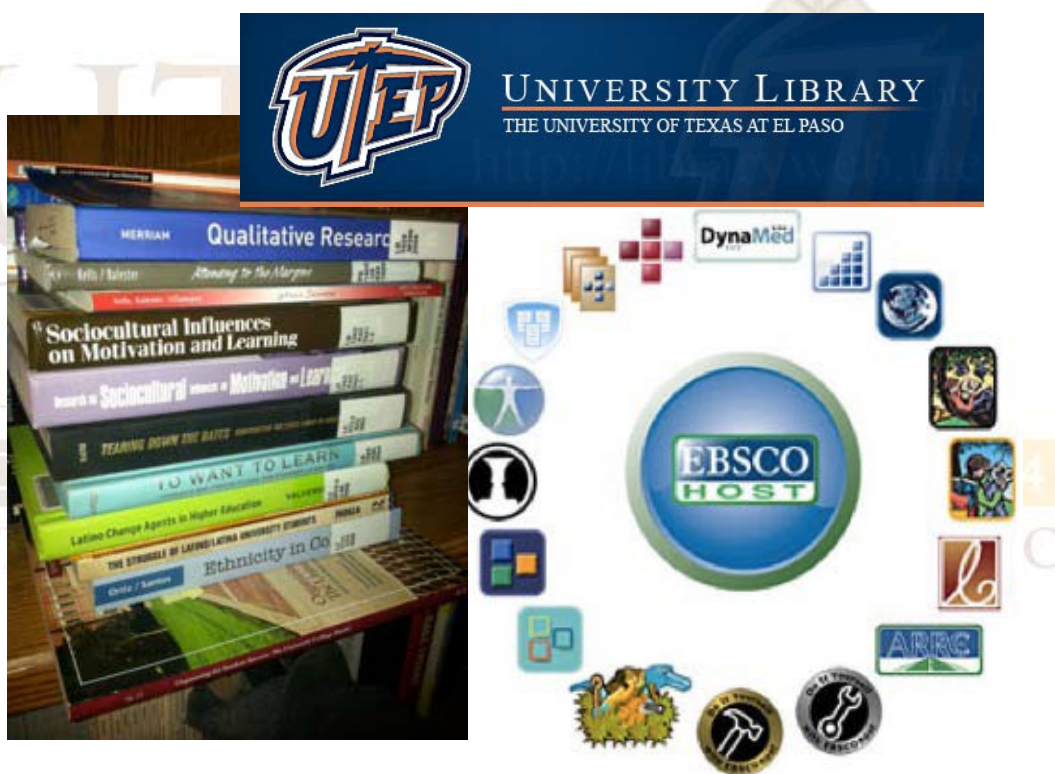
Exercise #1: Researching Activity – Part One

By using the JSTOR database available through the online UTEP library catalog, search the following terms using the operators given.

Use the "AND" operator, to search for information on the United States space program. Pick two terms related to space exploration and connect them with the word "AND." In the space below, list the first five results returned and how many total results were returned.

# of Results: _____

Source 1: _____

_____

Source 2: _____

_____

Source 3: _____

_____

Source 4: _____

Source 5: _____

_____
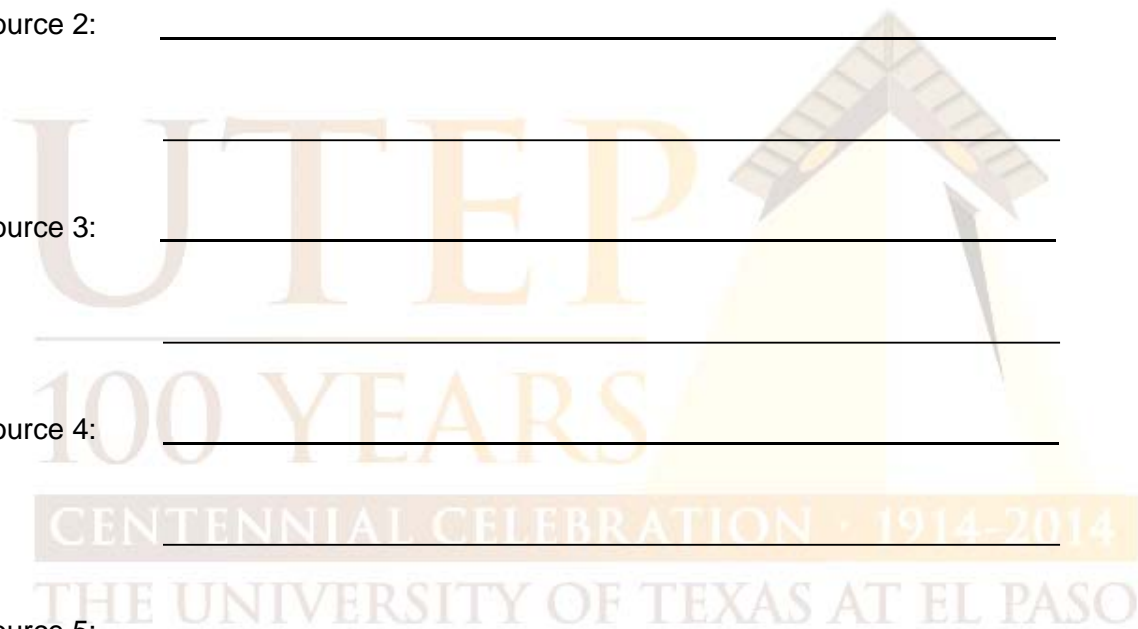
Exercise #2: Researching Activity – Part Two

Conduct the same search as above and now use the "OR" operator for the same two terms. Again, list the first five results and the number of total results.

# of Results: _____

Source 1: _____

_____

Source 2: _____

_____

Source 3: _____

_____

Source 4: _____

_____

Source 5: _____

_____

Exercise #3: Researching Activity – Part Three

Repeat the search in step 1 but add the operator "NOT" with the search term "NASA." Record the first five results and the total number of results returned.

# of Results: _____

Source 1:   _____

_____

Source 2:   _____

_____

Source 3:   _____

_____

Source 4:   _____

_____

Source 5:   _____

_____

Exercise #4: Writing Opportunity

Reflecting on your experience doing the above activity, write 1-2 paragraphs response detailing what you learned about the Advanced Search options and how they affect your ability to find relevant sources for your own research.

Exercise #5: Keyword Search

An important part of conducting online searches is selecting the right keywords. Choosing effective keywords can quickly and efficiently lead you to the sources that you need. Conversely, ineffective keywords can make it difficult or impossible to find the information that you need for a given topic. Keywords need to be specific enough to weed out irrelevant sources yet broad enough to provide you with the amount of information on your topic that you require.

Complete the following worksheet to practice selecting effective keywords.

Topic: _____

Research Question(s): _____

_____

Conduct a search with three keywords on one of the databases available through the UTEP online library catalog.

Keywords: _____

Database used: _____

# of results: _____

Now, conduct another search on the same topic, in the same database, using three different keywords.

Keywords: _____

Database used: _____

# of results: _____

Exercise #6: Writing Opportunity

Write a 1-page reflection on the process of doing the above activity and what you have learned with regard to conducting searches using UTEP's online databases.

[Analyzing Secondary Research](#)

When doing secondary research, it is tempting to grab each and every source that looks relevant to your project. However, good writers are very careful about which sources they cite because the quality of a source can either lend great credibility to your writing or discredit what you have said.

Here we discuss three stages of analysis along with the kinds of questions you will want to ask:

Stage 1: Type of Sources

The first analysis comes from what your **instructor requires** for your project. Your assignment sheet should clearly state what types of research are acceptable. If you are unsure what is acceptable, ask your instructor.

Some examples:

> Primary Research, Research Reports
> Books, Scholarly Journals, Government Documents
> Magazines, Newspapers
> Websites, Blogs, Wikis

Stage 2: Quality of Sources

After you have determined the **type** of sources to be used, then you should analyze the **quality** of the sources you have found. Here are some questions you should ask:

1. What is the quality of the publisher or website?
2. Does the writer have a good reputation? What are his or her credentials?
3. Does the piece include in-text citations and/or a reference page?
4. Is the claim clear?
5. What is the quality of the support and/or reasons?
6. Does it come to a logical conclusion? What is the value of the conclusion?
7. Is it well written? (clear, few errors, appropriate language, and so on)
8. If there are visuals, how do they relate to the piece?
9. Do I trust it? Why or why not?

Stage 3: Usefulness of Sources

After you have analyzed whether or not each source is of good **quality**, you must also determine its **usefulness**. Ask yourself the following questions:

1. What is the topic/issue of the source?
2. How is it relevant to your issue?
3. What is the evidence used to support its claim?
4. How might it answer your research questions in a lit review?
5. How might it support your issue or your reasons in a persuasive paper?
6. Where does it fit in the project?
7. How does it relate to other research you have found? Does it confirm other findings? Does it contradict them?

Library and Research Activities

Library Assignment: Working with NUGGET and On-line Databases

Name:_____

Section:_____

Write your general topic and your thesis statement. Refer to these often, so that interesting but non-essential information will not sidetrack you. Look for evidence that will support and also oppose your thesis.

Find at least two articles in academic/scholarly journals, not general magazines, that deal with your topic. A good library database to use for these is Academic Search Complete. In Academic Search Complete be sure to check the box for Scholarly (Peer Reviewed) Journals in order to limit your search to reliable sources. Write the citations for these articles in APA style.
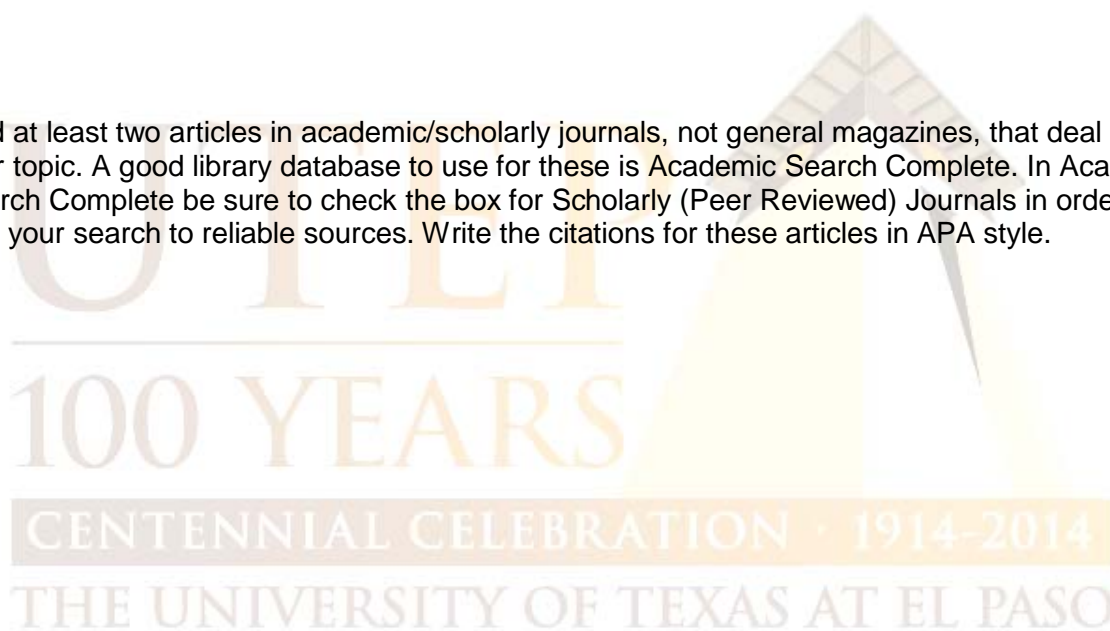
Use the library catalog NUGGET and find at least two books that deal with your topic or an issue within your topic. Write the citations for these books in APA style. Be sure to include the library call numbers for these books.

Use the library catalog NUGGET to find at least two government documents relating to your topic. To limit to government documents you can use the Advanced Keyword search option and limit the Location to Government Documents. You will find the actual government documents on the first floor of the library. Write the citations for these government documents in APA style.

Use the library catalog NUGGET to find a reference book relating to your topic. The library's Reference Collection contains handbooks, dictionaries, indexes and encyclopedias covering all subject areas. To limit the search to reference books you can use the Advanced Keyword search option in NUGGET and limit the location to Reference. The reference books are located on the second floor of the library (this is the flor where you enter the library). Write the citation for this reference book in APA style.

Find at least two news articles relating to your topic using the LexisNexis Academic database. In LexisNexis use the default search option, Quick News Search, for locating your articles. Write the citations for these articles using the bibliographic format in the textbook.

Evaluate each of your sources. Determine if they have valuable, usable information that provides evidence to support or oppose your thesis statement. Write the title of each source and then a short paragraph (two to four sentences) that discusses the usefulness of the source. If you find a source that is not useful, find other sources!

[Exercise#7: Research Proposal Worksheet](#)

The following tasks should be performed prior to beginning your research paper. These tasks will be helpful to you in getting started and, ultimately, in preparing your research paper(s) for this course.

State your general TOPIC for the research paper here:

_____
_____

State the ISSUE you intend to address in your paper. Be specific:

_____
_____

State your QUESTIONS:

_____
_____

Find two articles on your topic which you feel might have something valuable to tell you about your claim. Jot the bibliographies of these journal (not popular) articles down.

   Article #1:

   Article #2:

You may use these articles; you may not. This depends on what, exactly, you find that they offer you in terms of your research project (thesis, topic, etc.). You may wish to jot down five or more article titles just in case the articles do not live up to their titles (or what you thought they would be about). Refer to any number of special bibliographies or indexes in the reference room of the library to find your articles. See your text for appropriate bibliographic formats.

Refer to *NUGGET,* on the library computer to (a) look up your topic and jot down two to three titles of books which might prove useful in the investigation of your issue OR in narrowing down your claim or thesis statement; and (b) write down full bibliographic references for these books (entire books or sections within them):

   Book #1:

   Book #2:

Book #3:

Look at specialized, reference works (e.g., government documents, specialized dictionaries, indexes, encyclopedias, abstracts, databases). Choose two of these and jot down the citation or bibliographic entry.

Specialized Source #1:

Specialized Source #2:

Evaluate your sources NOW and determine which are clearly worth using in your research project. If these sources do not appear to be highly relevant to your projected research paper (to your claim or your general issue), SEEK OTHER SOURCES—articles, reviews, books, monographs, government documents, etc.

Summarize two (the initial two listed above, or two other) articles on a separate sheet of paper and attach these summaries to this proposal worksheet.

CHAPTER FIVE: WRITING ABOUT WRITING

Undergraduate Rhetoric and Writing Studies involves much more than writing essays and reports, and your work in both 1301/1311 and 1302/1312 will develop within goals ranging from the practical (such as citing research) to the abstract (understanding a rhetorical situation).

Writing about writing (WAW) is a way of approaching these ideas through class readings published by scholars in a range of disciplines. These articles become the foundation of the course so that you study writing itself rather than a series of skills or assignments. You can, for example, read studies on effective ways to comment and revise while you draft your own studies with comments from your instructor, peers, and writing center tutors. Reading academic discourse, discussing it with your class, and writing about it can help you to understand concepts underlying writing and then connect them with specific assignments.
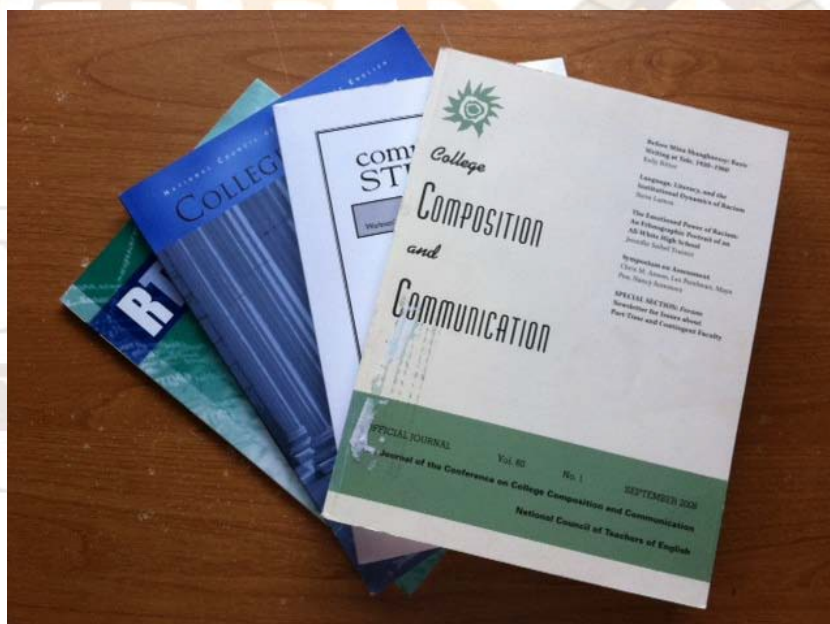
Introduction

Among academic researchers in Rhetoric and Writing who specialize in the theories and teaching of writing courses, there is a growing consensus that having students engage in disciplinary discourse proves highly valuable. Some scholars such as Dew (2003) argued that instructors should provide articles written, published, and circulated among specialists in writing in order to help you enter scholarly discourse communities. As Downs and Wardle (2007) further indicated, this approach shifts the focus of classes from "teaching 'how to write in college' to teaching about writing--from acting as if writing is a basic, universal skill to acting as if writing studies is a discipline with content knowledge to which students should be introduced" (553). This is very significant, for as we are teaching you to successfully write within and towards academic discourse communities, you must also fully understand who is in this community and how this community operates--having you read and discuss disciplinary articles provides this understanding while challenging you to explore and continuously develop your own writing practices.

We can recognize several other benefits as well. First, if you are asked to find these articles on your own using the research resources at your disposal, rather than having the articles provided by your instructor, you can gain experience in secondary research. Certainly, early in the course you will be offered instruction on how to use these resources (the location of library databases, search options, etc.), but for the remainder of the course you should be allowed to "struggle" with finding these articles in order to develop new research strategies. Second, if your engagement with these articles follows the model provided in the following paragraphs, you will be practicing effective summary and synthesis, which are foundational concepts and skills throughout 1301/1311 and 1302/1312. Last, most articles published in academic journals will immerse you in the types of research you will have to conduct and write yourself, and are dense with technical discourse, high-level vocabulary, and complex syntax. Your engagement with this type of scholarship through reading it, writing about it, and discussing it in class hones your critical reading, writing, and thinking skills.

One way to effectively use disciplinary readings works as a foundation for understanding the concepts that make up each major assignment in RWS 1301/ENGL 1301 and RWS 1302/ENGL 1312. We recommend that you follow a model which consistently summarizes and synthesizes the material from a selected article according to guiding questions, which both builds the skills for research projects like the Annotated Bibliography and the Literature Review and Primary Research Report and facilitates transfer of key ideas to each upcoming assignment. Rather than become a set of details that
you are overwhelmed with (or worse--quizzed on), summaries can guide discussions and bridge to syntheses that you later compose to reinforce the conceptual connections drawn during class. This provides you with a clear reason to read each selection and a way for instructors to infuse them within the curriculum.

Below we provide some article and book selections that connect to some of the broader concepts and particular assignments of both 1301/1311 and 1302/1312 along with sample guiding questions for written responses. These readings are grouped by the key idea they contribute to different assignments in both courses. This is followed by handouts with guidelines for both summary and synthesis, and student examples from previous courses which demonstrate understanding of one reading and its connection to the course.

Each of these selected readings is available either through UTEP's Library Databases or online.

Peer Review and Going to the Writing Center
Suggested articles

Brammer, C., & Rees, M. (2007). Peer review from the students' perspective: Invaluable or invalid? *Writing Studies, 35*(2), 71-85.

Harris, Muriel. (1992). Collaboration is not collaboration is not collaboration: Writing center tutorials vs. peer-response groups. *College Writing and Communication, 34*(3), 396-383.

Sommers, N. (1982). Responding to student writing. *College Writing and Communication 33*(2), 148-156.

Example guiding questions for Sommers (1982)

Summary
- Why are comments important for writers?
- What does it mean to appropriate a text?
- How useful are generic comments or grammatical corrections on drafts?

Synthesis
- How do common response strategies connect (or not) to creating an authoritative writing style?
- In which genres is an authoritative voice beneficial?
- Sommers stated that a major problem with common response strategies is "a confusion of process and product" (154). Is our class' approach more product- or process-centered? Or both?
- According to Sommers, what is the problem with "disembodied remarks" (155)?

[Revision](#)
Suggested articles

Muldoon, A. (2009). A case for critical revision: Debunking the myth of the enlightened teacher
        versus the resistant student writer. *College Teaching, 57*(2), 67-72.
Myhill, D., & Jones, S. (2007). More than just error correction: Students' perspectives on their
        revision processes during writing. *Written Communication, 24*(4), 323-343.
Sommers, N. (1980). Revision strategies of student writers and experienced adult writers.
        College Writing and Communication 31(4), 378-388.

Example guiding questions for Sommers (1980)

Summary
- How is revision located within the writing process for Sommers?
- How is revision defined? What levels of revision are identified in the methodology?
- What is "conceptual repetition"?
- What are some elements of experienced writers' revision processes?

Synthesis
- How does Sommers' discussion of the imagined reader within the revision processes of experienced writers (384-385) connect to the concepts of discourse communities and audience?
- How do different imagined audiences, or "virtual reader" positions, affect revision?
- Sommers states that students "need to rely on their own internalized sense of good writing and meaning" in revision (387). How could this occur?

[Language](#)
Suggested articles

Canagarajah, A. S. (2006). The place of world englishes in writing: Pluralization continued. *College Writing and Communication 57*(4), 586-600.

Kutz, E. (1986). Between students' language and academic discourse: Interlanguage as middle ground. *College English, 48*(4), 385-396.

Young, V. A. (2010). Momma's memories and the new equality. *Present Tense, 1*(1). www.presenttensejournal.org

Example guiding questions for Canagarajah (2000)

Summary
- What is the difference between "standard," "metropolitan," and "world" English(es)?
- How does Canagarajah link terms like "native" and "non-native" speaker to skin color?
- What advantages do multilingual speakers/writers have that monolingual individuals can learn?
- What is "code switching", and what are some of its problems? What does Canagarajah offer as an alternative?

Synthesis
- Canagarajah argues that "If each of us can acknowledge that we are novice speakers of the other's variety, we will make efforts to develop competence in it (if necessary to our purposes) without expecting the other to defer to our own variety as the universal norm" (590). How does this connect to the concepts of discourse communities and genre? Further, how does this article demonstrate that language can blur the boundaries between audiences and genres?
- Could the argument to blur boundaries through language work in something as academically centered as a literature review?
- This article discusses a "global speech community" available in such venues as the internet. Knowing that the second half of our major assignments will all involve online writing, how does Canagarajah's discussion of world englishes affect your life as a writer?

[Collaboration and Group Work](#)

Suggested articles

Brunk-Chavez, B. & Miller, S. (2007). Decentered, diconnected, and digitized: The Importance of shared space. *Kairos: Rhetoric, Technology, Pedagogy, 11(2)*. Retrieved from http://english.ttu.edu/kairos/11.2/binder.html?topoi/brunk-miller/index.html

McNenny, G., and Roen, D. (1992). The Case for collaborative scholarship in rhetoric and writing. *Rhetoric Review, 10*(2), 291-310.

Yancey, K. B. & Spooner M. (1998). A single good mind: collaboration, cooperation, and the writing self. *College Writing and Communication, 49*(1), 45-62.

Example guiding questions for McNenny & Roen (1992)

Summary
- What are some of the benefits of collaboration, both within writing and in general?
- What sorts of tensions, hazards, and "horror stories" can emerge within collaborative work?
- How do collaborative situations parallel other forms of collective effort, such as baseball or football teams?

Synthesis
- Much of the discussion here centers on whether collaboration is valued in particular disciplines and institutions, which can determine whether collaborative work is successful or recognized. Does your current major or career goals lead you toward more collaborative work? How can collaboration on current projects impact these goals?
- McNenny and Roen quoted Melanie Sperling's statement that "learning to write, like learning to speak, is rooted in social interaction" (301). How does this resonate with your recent experiences with research and writing, and your role within collaborative projects?

[Visual Analysis and Visual Rhetoric](#)

Relevant assignments

- 1301/1311: Rhetorical/Visual Analysis, Visual Argument, Website
- 1302/1312: Genre Analysis, Documentary Film, Advocacy Website

Suggested articles

Anderson, D. (2003). "Prosumer approaches to new media writing: Consumption and production in continuum." *Kairos 8*(1). Retrieved from http://kairos.technorhetoric.net/8.1/binder2.html?coverweb/index.html

George, D. (2002). From analysis to design: Visual communication in the teaching of writing. *CCC 54*(1): 11-39.

Gurri, M., Denny, C., & Harms, A. (2010). Our visual persuasion gap. *Parameters: U.S.Army War College, 40*(1), 101-109.

Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. *CCC 54*(4), 629-56.

Palczewski, C. H. (2005). The male madonna and the feminine uncle sam: Visual argument, icons, and ideographs in 1909 anti-woman suffrage postcards. *Quarterly Journal of Speech, 91*(4), 365-394.

Example guiding questions for Palczewski (2005):

Summary
- Palczewski differentiated between verbal arguments and visual arguments through the postcard collection. Which line of argument occurred both verbally and visually, and which only occurred visually in this postcard collection?
- According to Palczewski, what do the images of women on the postcards say about the types of women who are likely to vote (focus on p. 376-378)?
- How do the postcards make the visual argument that if women receive the vote, men will be emasculated/feminized?
- Why was the argument that men would be emasculated by woman's suffrage made visually, in the form of a cartoon, but not verbally?

Synthesis (assign each small group one of the postcards)
- For this class, we have analyzed several different genres. Analyze the genre of anti-suffrage postcards studied by Palczewski. Briefly discuss audience/discourse community, purpose, rhetorical issues (ethos, pathos, logos), structure, and style.
- How do the visuals work together with and add to the ideas promoted by the written words?

Primary Research

Relevant assignments

- 1301/1311: Agency Discourse Observation Memo, Community Problem Report
- 1302/1312: Literature Review and Primary Research Report

Suggested articles

Anderson, K. & Jack, D. C. (1991). Learning to listen: Interview techniques and analyses. *The Oral History Reader.* Ed. Robert Perks & Alistair Thomson. pp. 157-171. Retrieved from Google Books.

Blakeslee, A. M., Cole, C. M., & Conefrey, T. Constructing voices in writing research: Developing participatory approaches to situated inquiry. *Ethics and Representation in Qualitative Studies of Literacy.* Ed. Peter Mortenson & Gesa E. Kirsch. pp. 134-154. Retrieved from http://eric.ed.gov:80/PDFS/ED400543.pdf (starts on 166 on pdf)

Winsor, D. (1990). "The Construction of Knowledge in Organizations: Asking the Right Questions about the Challenger." *Business and Technical Communication, 4*(2)*,* 7-20.

Example guiding questions for Winsor (1990):

Summary
- How does Winsor describe and criticize the construction of knowledge, or epistemology, within 1) logical positivism, and 2) social constructivism?
- What is the "truth will out device"?
- What is the "conduit model of communication," and what are some of its problems?
- What does it mean for evidence to have "presence"?

Synthesis
- What connections can we draw between different constructions of knowledge and the concept of discourse communities?
- If "shared evidence does not necessarily create shared knowledge" (13), then how do we understand the purpose of our writing for the Literature Review and Primary Research Report? (It may help to pay particular attention to the first full paragraph on 15).
- Since you will each collect your own primary data, whether in the form of an interview, observation, or survey, how will you use what you have learned from this article in presenting your data?

Secondary Research and Plagiarism

Relevant assignments

- 1301/1311: Annotated Bibliography
- 1302/1312: Literature Review and Primary Research Report

Suggested articles

Blum, S. D. (2009). Academic integrity and student plagiarism: A question of education, not ethics. *Chronicle of Higher Education, 55*(24), A35-A35.

Johnson-Eilola, J., and Selber, S.. (2007). Plagiarism, originality, assemblage. *Computers and Writing, 24*, 374-403.

DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing, 19*(2), 191-204.

Example guiding questions for DeVoss & Rosati (2002):

Summary
- How is thinking of plagiarism as "patchwriting" or "kidnapping" different than thinking of it as theft?
- How may asking a student for a "correct" and/or "original" written product result in plagiarism?
- How has the Internet made plagiarism easier and more tempting than it may have been before?
- What do DeVoss and Rosati mean by the term "intellectual property"?

Synthesis
- What parallels can you make between DeVoss and Rosati's discussion of popular music (mixing, scratching, sampling) and our previous discussions of academic writing?
- The authors offer many suggestions for how writing instructors might teach effective research techniques which would result in students understanding and avoiding plagiarism; how can you implement several of these suggestions as you do research for the Lit Review?

Argument & Rhetorical Situation

Relevant assignments

- 1301/1311: Opinion Piece, Persuasive Letter, Visual Argument
- 1302/1312: Documentary Film, Online Opinion Piece, Advocacy Website

Suggested articles

Berlin, J. A. (1988): Rhetoric and ideology in the writing classroom. *College English, 50*(5), 477-494.

Bitzer, L. (1968): The rhetorical situation. *Philosophy and Rhetoric*,*1,* 1-14.

Booth, W. C. (1963). The rhetorical stance. *College Writing and Communication, 14*(3), 139-145.

Consigny, S. (1974): Rhetoric and its situations. *Philosophy and Rhetoric, 7*(3), 176-86.

Seitz, J. E. (1992) A rhetoric of reading. *Rebirth of rhetoric: Essays in language, culture.* Available as PDF from instructor.

Vatz, R. (1973): The myth of the rhetorical situation. *Philosophy and Rhetoric, 6*(3), 154-161.

Corder, J.W. (1985). Argument as emergence, rhetoric as love. *Rhetoric Review, 4(1),* 16-32.

Editor's note

One way to work with Bitzer, Vatz and Consigny can link them in conversation with one another, and becoming an introduction to more complex considerations of rhetorical intention and purpose. Below we have outlined summaries of each article and a rough sketch of how they respond and relate to one another:

- Bitzer (1968): The Rhetorical Situation
  - Explores the rhetorical situation- grounds meaning in the objective world- Rhetors' actions dictated by the situation
- Vatz (1973): The Myth of the Rhetorical Situation
  - Refutes Bitzer- argues for the creativity of the Rhetor in responding to exigence. According to Vatz, the rhetor *creates* the exigence through language practices.
- Consigny (1974): Rhetoric and Its Situations
  - Synthesizes Bitzer and Vatz to frame the rhetor as creating a discourse but also responding to the already existing rigors of a situation (created through the expectations of the discourse community within which a rhetor performs).

Example guiding questions for Corder (1985)

Summary
- What does Corder mean when he claims that we are all "fiction-makers/historians", or that "each of us is a narrative"?
- In Corder's view, what do we tend to do as story-tellers, always-already narrating our lives?
- What course of action does this article advocate?
- How would two people with opposing narratives compromise with one another?

Synthesis
- How does presuming that an audience shares the same narrative affect how we write? Is this an effective way of writing?

- How can we account for alternative narratives within our intended audiences as we put together an argument?
- How can we move an audience into our own narrative?

Discourse Communities / Genre

Relevant assignments

- 1301/1311: Discourse Community Map and Response
- 1302/1312: Genre Analysis

Suggested articles

Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes, 1*(1), 45-58.

Woodward-Kron, R. (2004). 'Discourse communities' and 'writing apprenticeship': An investigation of these concepts in undergraduate education students' writing. *Journal of English for Academic Purposes, 3*(2), 139.

Bartholomae, D. (1986). Inventing the university. Retrieved from http://firstyearwriting.wikispaces.com/Reading+Circle

Example guiding questions for Bartholomae (1986)

Summary
- What does Bartholomae mean when he states that a student has "to invent the university" and "learn to speak our language" (403)?
- How do "commonplaces" work in writing?
- How do previous texts within a genre affect a new piece of writing?

Synthesis
- How does authority change from one discourse community to another?
- How would your development of authority be affected by key components of this course, such as the hybrid setup and the external committee?
- Bartholomae argues that we must focus writing classes on facility with "academic writing," but what would this kind of writing look like?

[Presentation Skills](#)

Relevant assignments

- 1301/1311: Presentation of an Analysis of a Website
- 1302/1312: Presentation of the Documentary Film

Suggested articles

Levack, K. (2006). Talking head to rockstar. *Successful Meetings, 55*(13).
Yates, J. & Orlikowski, W. (2009). The PowerPoint presentation and its corollaries: How genres
      shape communicative action in organizations. Retrieved from
      http://seeit.mit.edu/publications/yatesorlikowski-pp.pdf
Otoshi, J. & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL
      classrooms. *Asian EFL Journal, 10*(1).

Example guiding questions for Otoshi & Heffernan (2008)

Summary
- What are some of the major benefits of allowing students to participate in deciding how they will be evaluated/graded for an oral presentation?
- Explain how students creating their own rubric would lead to a sense of "ownership" of the grade they received for an oral presentation.
- What were the three major factors the students in the study considered to be the most important for a presentation to be effective and deserving a high grade?

Synthesis
- How can the language dynamic described in this study (Japanese students learning English) be applied to a large portion UTEP students?
- How does this discussion benefit a fluent English speaker/writer?
- Do you agree that clarity of voice, correctness of grammar, and interaction with the audience are the most important factors in an effective oral presentation? Explain why or why not. If not, what other factors do you think should be considered important?

Student and Community Expertise

• 1301/1311: Opinion Piece, Persuasive Letter, Visual Argument, Website
• 1302/1312: Online Opinion Piece, Advocacy Website.

Behar, R. (1994). Dare we say "I"? *The Chronicle of Higher Education.* Retrieved from
         http://www.ruthbehar.com/RuthBehar-DareWeSayI.pdf
Comfort, J. R. (2000). Becoming a writerly self: College writers engaging black feminist essays.
         College Writing and Communication, 51(4), 540-559.
Cushman, E. (1996). The rhetorician as an agent of social change. *College Writing and
         Communication, 47*(1), 7-28.
Flower, L. & Heath S.B. (2000). Drawing on the local: Collaboration and community expertise.
         Language and Learning Across the Disciplines, 4(3), 43-55.

Example guiding questions for Flower & Heath (2000):

Summary
   ● How do Flower and Heath locate and describe "expertise"?
   ● What sorts of advice do experts here provide for work that advocates in a community?
   ● Explain the method of studying "rival hypotheses."

Synthesis
   ● Flower and Heath stated that "without jointly set goals and an expanded definition of
     expertise, both service and learning will miss the mark" (44). How does this statement
     connect to how we communicate ethos or advocate our positions, especially within the
     Online Opinion Piece?
   ● How could your work go beyond the confines of this course to further advocate in the
     community?

Summarizing Academic Articles

An effective summary of an academic article for the purposes of this class should be 250 to 300 words and should include a thorough discussion of the following:

(Do not use more than 2 short quotes; if you do quote from the article make sure to cite correctly in APA style to avoid plagiarism.)

Purpose: What is the author interested in knowing more about? What is he/she trying to show you, the reader?

Method: Most articles will involve a study of some sort. Describe the author's study if one is present. Did he/she conduct surveys, observations, or interviews, and with whom? Did he/she study samples of some sort—samples of what and how many? How did the author measure the results of the study? What were the limitations of the study (limitations: ways that the study could be challenged or questioned)?

Results/Conclusions: What does the author learn from his/her study? How does the author suggest the reader should respond (changes in action or belief)?

Each week guiding summary questions will be provided to help you focus on the major ideas while reading and writing the summaries. All of these summary questions should be addressed in this summary.

Because the purpose of these summaries is to help you explore new and difficult concepts, we are more concerned with your understanding of the ideas than the correctness of your grammar. So, these summaries will not be evaluated for grammar; however, your writing should be relatively clear.

Student Model #1: Summary

In response to Corder (1985)

Corder emphasizes the use of narratives, arguments, and perspectives when communicating with others. He focuses on how our experiences and history influence our communication methods with other individuals. He claims that we are all "fiction-makers/historians", and that "each of us is a narrative." When we interpret events, actions, communications, and information, we are creating a "history" that is strongly influenced by our experiences and expresses our perspectives. Also, it is emphasized that when we interpret information and events, we create a "narrative" that applies to us and our perspectives and life experiences. Sometimes these influences in communication are unrealized or subconsciously done. As things progress, we add and alter our perceptions, and adjust our communication of things. As story-tellers, we tend to view other "histories" and "narratives" through a narrow set of mind. We accommodate outside perspectives to fit our own. In addition, when we communicate with others, we tend to choose a side and make an argument for our perspectives. Furthermore, the author suggests a process to communicate with others. When in a hostile or comfortable environment, everyone must argue their points; being accepting of outside opinions; understand other perspectives. The author suggests that we alter the way we argue. Instead of presenting evidence and arguing against opposing view points, we have to embrace the view point and explain it. Finally, the author provides no solid scientific evidence. He provides a personal example, and cites the works of other scholars, such as Carl Rogers.

Synthesizing Academic Articles

An effective synthesis of an academic article for the purposes of this class should be 250 to 500 words and should do the following:

Evaluate: Do you agree or disagree with the author's position(s), and why? What are the strengths of the article (logic of argument, supporting research, organization, language, etc.), and explain why you think they are strengths? What are the weaknesses, and why are they weaknesses? If you had written this article, how would you have approached the topic differently?

Make Connections: How do the ideas in this article connect to other ideas we have been reading about and discussing? Does this author help you to understand other ideas we have discussed better? Does this article build on our previous discussions, or is it starting a brand new area of discussion? How do the concepts in this article connect to the major assignment we are currently working on or the next major assignment?

Each week guiding discussion questions will be provided in class to help you synthesize the article. You will be expected to work in small groups to consider the questions listed above in addition to the in-class discussion questions. You will then compose a synthesis as a group to be discussed among the entire class and then submitted to the instructor.

Because the purpose of these syntheses is to help you explore new and difficult concepts, we are more concerned with your understanding of the ideas than the correctness of your grammar. So, these summaries will not be evaluated for grammar; however, your writing should be relatively clear.

Student Model #2: Synthesis

In response to Corder (1985)

Presuming that an audience shares the same narrative is not an effective way of writing because you lose connection with your audience. When you assume this, you stop making those connections that you're presenting to your audience, because making that assumption, you write in particular way, leaving some things out, that may not necessarily understood by the audience. You need to think about your intended audience and what kind of narratives they use, so that we can adapt and compromise in our own narrative, so that those connections are established. This makes us more credible because the audience feels identified and taken into account. We need to study the audience's narrative, so that we can successfully introduce them to ours. By mixing both narratives slowly, we can create a narrative that not only compromises, but successfully argues our point.

CHAPTER SIX: RWS 1301/ENGL 1311— EXPOSITORY ENGLISH WRITING

RWS 1301/ENGL 1311 prepares you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, convince/persuade, and problem solve. This course offers you a curriculum that empowers you to develop your analytical thinking skills and determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

Goals of RWS 1301/ENGL 1311

The goals of RWS 1301/ENGL 1311 at UTEP are largely based on the Writing Program Administrator's Outcomes. These can be found on pages xl and xli in the textbook, the *McGraw-Hill Guide,* and online at http://wpacouncil.org/positions/outcomes.html

At the end of the course, students will be able to:

- Understand a theory of discourse communities.
- Develop a composing process appropriate to their writing style as well as the needs of the assignment.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- Address the specific, immediate rhetorical situations of individual communicative acts.
- Develop technological literacies as they pertain to researching and composing in the 21st century.
- Learn how to formulate research questions, methods for research, and to analyze and synthesize material.
- Apply research to various genres and receive instruction in the logic and form of documentation within the American Psychological Association (APA) discipline, a widely used academic format.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material).
- Think, read, and write analytically.

Course Overview

Design of Assignments

As 1301/1311 students typically come from a range of disciplines, the assignments of the course will encourage you to work on subjects/topics relevant to your chosen field of study. Your instructor may assign all activities in the *Guide*, or she or he might select the ones most appropriate to your coursework. Whether or not your instructor assigns them, you will want to complete the worksheets in this chapter. These activities are designed to progressively build the reading, researching, and writing abilities you need to develop in this course and create effective projects.

Instructors will incorporate principles of the writing process: gathering ideas; organizing materials; defining a clear, focused thesis; subsequent outlining; multiple drafting; revising; and editing.

Workshop Approach

You will most likely participate in a number of reading and writing workshops. Rather than a course where your instructor lectures while you take notes, you will be expected to work during class time—often with your classmates. You may be asked to discuss a reading, brainstorm ideas, or peer review a project in small groups. Your instructor might also ask you to do this work online in a Blackboard discussion area or a wiki.

Group Assignments

Group assignments can sometimes create tricky situations. Some students do not always "pull their weight," and this upsets group members that are doing their work and being good contributors to the group. Despite this, group assignments are valuable because they help students work together for a common goal. Group work is a "professional life" reality, and learning how to work in a group will be central to one of the projects in this class.

NOTE: **Students who are not doing their group work can be voted out of their groups and will have to complete the entire work of a group on their own.**

Editing

As you prepare your drafts, you need to recognize the importance of conscientious editing, eliminating violations of the conventions of written English. The editing of surface errors (spelling, punctuation, and grammatical elements) is not stressed until late in the drafting process. An "editing day" might also be scheduled for the last class before an assignment is due with students working in small groups. However, the ultimate responsibility for proofreading any paper remains with the writer. You should make a conscientious effort to submit error-free projects for your teacher to grade. Running a spell-check with your word processor as a last step can often save you valuable points on your final grade. However, it is always a good idea to proofread your own work; sometimes the wrong word ends up in your paper, though it may be spelled correctly.

Project Format

All projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

Microsoft Word is available to students at all campus computers and can be purchased at a discount through the UTEP Bookstore using a current UTEP ID card. Students may also go to http://www.openoffice.org/ and download a free and compatible version of Word/Office.

If your instructor requires that you submit your assignments online, be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment. Please save your file as a .doc file so that your instructor will be able to open it.

For example:

> cchavezdiscoursedraft.doc
> cchavezdiscoursefinal.doc

Please do not erase the extension; if it is missing, it cannot be opened.

Writing Requirements

The writing requirements of RWS 1301/ENGL 1311 may include both formal and informal kinds of assignments, each with distinctly different purposes.

- The formal assignments for this class are noted in your syllabus. All major formal

assignments should be completed to pass the course.
- In addition to formal writing projects, you will also be required to complete informal writing assignments. While these assignments may not always receive grades by themselves, credit will be given for satisfactory completion, and this credit will affect the final grade for the course. These assignments may take the form of responses to readings or class discussions, in-class invention work, class notes, and freewriting exercises. The purpose of these exercises will be to provide you with an opportunity to practice your writing without being formally evaluated.

Grading Standards

Evaluation rubrics are included with each of the formal course projects. The grading descriptions below are general standards.

Audience

One of the first rhetorical concepts you will learn is that all communication is created with a purpose and an audience in mind. The assignments will help you determine your purpose. So, we will take a moment to consider audience.

Writers do not write just to explore, inform, analyze, persuade, or convince; they write to explore, inform, analyze, or convince someone about something. Consequently, you will want to consider the following questions to help you analyze your audiences early in the composing process:

- Who is my audience?
- What does the audience already know about the subject?
- What do I think my audience needs to know about my subject? What do I want my audience to know?
- Of what value will awareness of my subject be to my audience?
- How will my audience react to my subject? What steps must I take to ensure that my audience will read and appreciate what I have to say?

By the end of this course, you should be accustomed to beginning a writing with a concept of what particular audience or audiences you wish to reach.

RWS1301/ENGL 1311 Assignments and Chapter Overview

The assignments are organized according to the rhetorical considerations of:

Purpose: the reason for writing

Audience: the readers for your writing

Content: the subject matter of the writing

Constraints: the specifications, guidelines, and boundaries for your writing

Each assignment is followed by a set of activities designed to help you effectively complete the assignment. The general framework for these activities is Think, Design, Execute, and Revisit.

- **Think activities** get you to think about the assignment and to ensure that you understand the assignment itself or key concepts related to the completion of the assignment.

- **Design activities** focus on design, organization, and planning. These activities concentrate on helping you organize your thoughts and/or arguments prior to writing.

- **Execute activities** assist you with some aspect of completing the assignment.

- **Peer review activities** provide you with questions to ask of your classmates' drafts and for feedback on your own.

- **Revisit activities** encourage you to think about what you have already written in order to gain further insight into your subject and your writing process as well as a self-evaluation of the satisfactory and unsatisfactory elements of your completed work.

ASSIGNMENT #1: Website Assignment

The Internet is a rapidly expanding venue for communication and interaction. As a result, it is important not only to know how to navigate the net, but also how to create content for it. You will create an advocacy website in RWS 1302/ENGL 1312, and other instructors may have you create additional e-portfolios while you are at UTEP. Therefore, this is a good time to learn how to create a professional website for yourself.

Depending upon your instructor's sequence plan, you may be advised to begin this assignment at the beginning or near the end of your semester. They will let you know for sure.

Website Assignment Option 1: Developing a Professional Homepage

Your instructor may ask you to develop a website to display your work in RWS 1301/ENGL 1311. The first step is to create a homepage. This will be the first page your audience views and uses to access your entire website. It should be well-designed and present a professional image of you. Your main homepage is not necessarily just one page on your website. For example, you might need to create both a Welcome page and an About Me page to include all the items listed below.

Purpose: This assignment is meant to familiarize you with creating content for the Internet. Additionally, it is meant to provide you with practice presenting yourself in a *professional manner.*

Audience: Your primary audience will be your scholarly peers, but you will also want to remember when you create content for the web that it is public and may be seen by anyone.

Content/Subject: To begin crafting your homepage, you will probably need to storyboard the content of each section. (This process will be explained, and samples will be provided.) Make sure to consider purpose and audience.

Constraints: The design and content of your homepage will be limited by the genre's conventions. You will need to consider issues of web design and the conventions followed by web designers. You will also need to consider that this is an academic assignment, and the content that you include should be appropriate to that purpose and will need to be effectively presented.

Specific guidelines for this assignment are:

- Use subject-appropriate visuals to interest your audience.
- Create an area to eventually link to your other courses.
- Include a 200 word biographical description of yourself.
- Provide a copyright and fair use statement.
- Correct and appropriate grammar, punctuation, and language usage.
- Ensure that all links and media function.

Website Assignment Option 2: Developing an E-Portfolio

Your instructor may ask you to develop a website to display your work in RWS 1301/ENGL 1311. The first step is to create a homepage (See Website Assignment Option 1 on the previous page) that provides links to your completed projects. Once you have determined how to organize it, you can begin uploading your work as it is completed.

Purpose: This assignment is meant to familiarize you with creating content for the web in a professional manner. It will also allow you to keep a digital record of the work you have completed in the course. Your instructor may have you submit your work by using your eportfolio.

Audience: Your primary audience will be your scholarly peers, but you will also want to remember that when you create content for the web, that content is public and may be seen by anyone.

Content/Subject: To begin crafting your e-portfolio you will probably need to storyboard the content of each section. (This process will be explained, and samples will be provided.) Make sure to consider purpose and audience.

Constraints: The design and content of your homepage will be limited by the genre's conventions. You will need to consider issues of web design and the conventions followed by web designers. You will also need to consider that this is an academic assignment, and the content that you include should be appropriate to that purpose and will need to be effectively presented.

Specific guidelines for this assignment are:

- Use subject-appropriate visuals to interest your audience.
- Create an area to eventually link to your other courses.
- Include a 200 word biographical description of yourself.
- Provide a copyright and fair use statement.
- Correct and appropriate grammar, punctuation, and language usage.
- Ensure that all links and media function.

Suggestion: Be sure to follow your instructor's guidelines for creating your e-portfolio. However, there are a variety of online tools you can use to create it. Your instructor may choose to have you create a wiki, a blog, or a website using iWeb or another free software program.

MHG Reading References

"Choosing a Medium, Genre, and Technology for Your Communication"
> This chapter provides strategies for selecting a medium and genre for publishing your work, some background on design, and information on several technologies including blogs and wikis. See especially "Technologies for Constructing Web Pages" on page 504.

"Communicating with Design and Visuals"
> This chapter gives great information on document design and other important considerations for web pages including proximity, contrast, alignment, color, and so on. This information will also be important for other assignments where you are asked to include a graphic.

Exercise #1: Thinking About Your Website

Designers generally use five principles of design.

CONTRAST occurs when elements of a design are markedly different from one another. For example, if a page uses a different font style or size for headings than it does for body text.

The second principle, **CONSISTENCY**, occurs when similar elements resemble each other. An example of this is using the same size and style font for each heading.

The next principle of design is **BALANCE**. Balance occurs when images and text are distributed so that each has equal weight. It also has to do with spreading out the page's content so each part of the page seems to have equal weight.

Another element, **GROUPING**, deals with keeping sets of like items together on the page.

The last element, **ALIGNMENT**, deals with how to align elements on the page. In general, it is a good idea to line up like elements on the page, either vertically or horizontally.

Use the following questions to discuss the design of a website of your choosing.

1. Identify and describe the balance of the site.

2. How is contrast employed on the site?

3. Evaluate the site's use of consistency.

4. Describe the site's utilization of alignment and grouping.

5. Based on your analysis of the site in terms of the principles of design, describe the effectiveness of the site.

Exercise #2: Designing Your Website

1. What will you have to do to ensure that your website is balanced?

2. How will you use contrast on your website?

3. Where will you employ consistency on your website?

4. How can you use alignment and grouping to make your website more effective?

5. What colors will you use for your website? Why?

6. How else can you ensure that your website is well-designed?

Exercise #3: Executing Your Website

1. List the elements and information that need to be incorporated into your website.

2. Sort these items into categories.

3. Summarize the organization of these categories in outline form.

4. Decide whether the first (or top) level of your outline represents major headings of the same page or separate pages. Each subsequent level should represent a subdivision/subheading of either those pages or headings.

5. Sketch the design of your site using the organization indicated in question four. This organization is the navigation structure of your site. If you have multiple pages, represent that here. Each page you sketch should have a complete navigation structure.
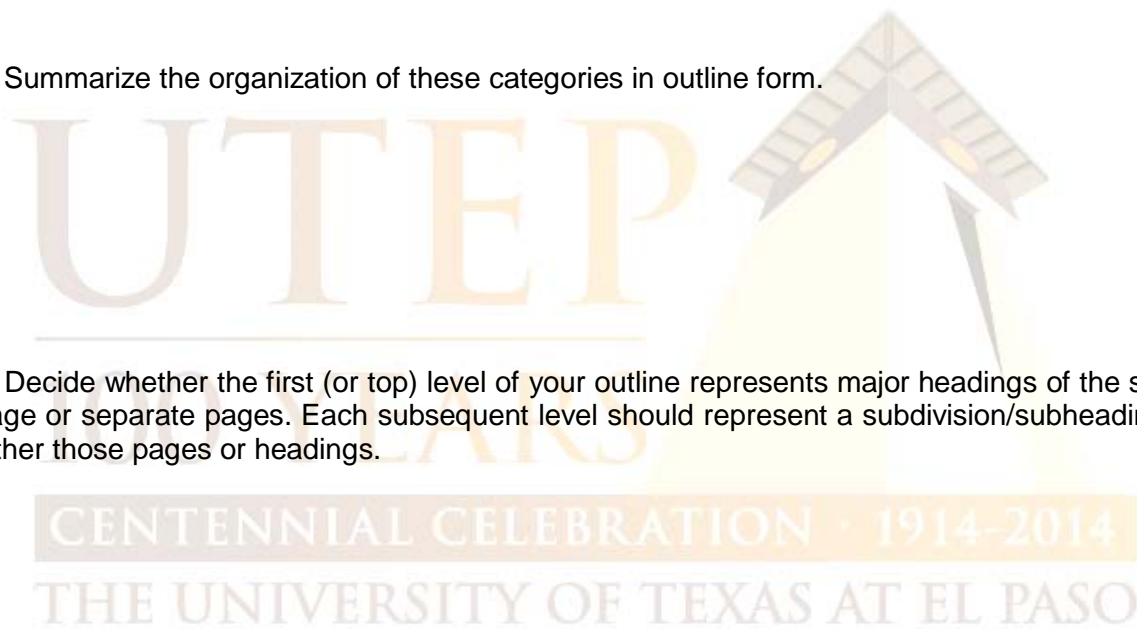
Exercise #4: Peer Review for Your Homepage

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Does the homepage include all required elements? If not, which ones are missing?

2. Comment on the quality of the written portion of the homepage.

3. Evaluate the organization of the homepage.

4. Evaluate the attractiveness of the homepage. Consider issues such as color scheme, readability of the font (in terms of style, color, and size), and the use of images and/or video.

5. Provide one more suggestion for improving the homepage.
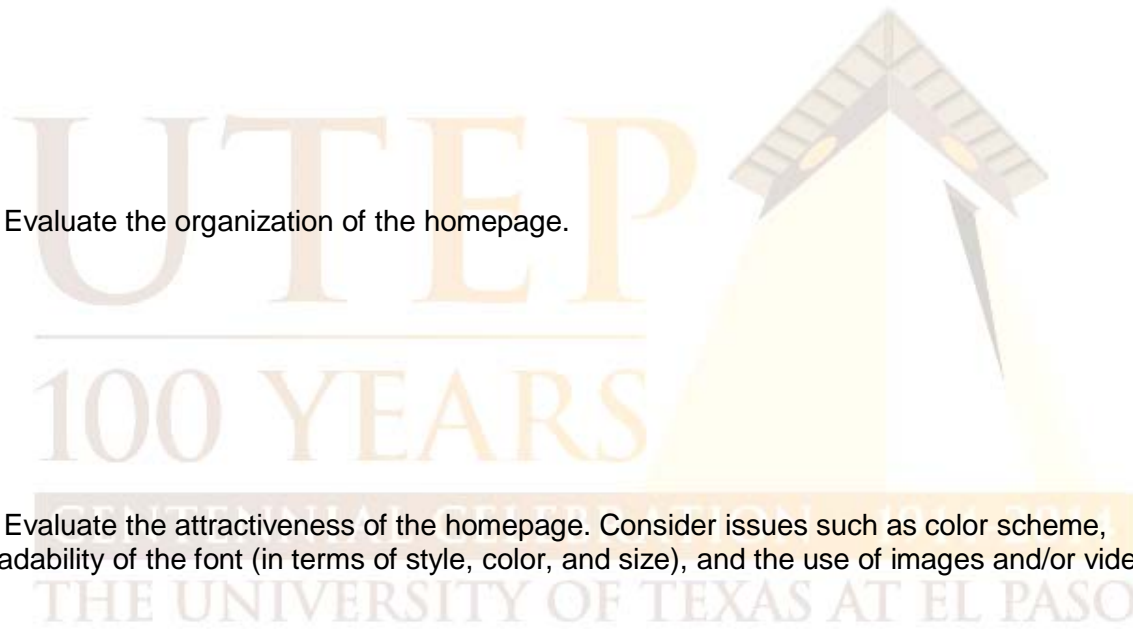
Exercise #5: Revisiting Your Website's About Me Section

1. Re-read the About Me section of your website. Explain how a potential employer might receive the information contained there.

2. Re-read the About Me section of your website. Explain how either of your parents (or other adults who know you) might receive the information it contains.

3. Describe the organization of the section. Do the sentences logically lead to one another, or do they seem isolated and separate? If they don't flow well, discuss how you might make improvements.

4. Look for grammatical errors. Use this space to explain, in your own words, how you can fix these.

5. Look for any punctuation or formatting errors, and correct them.
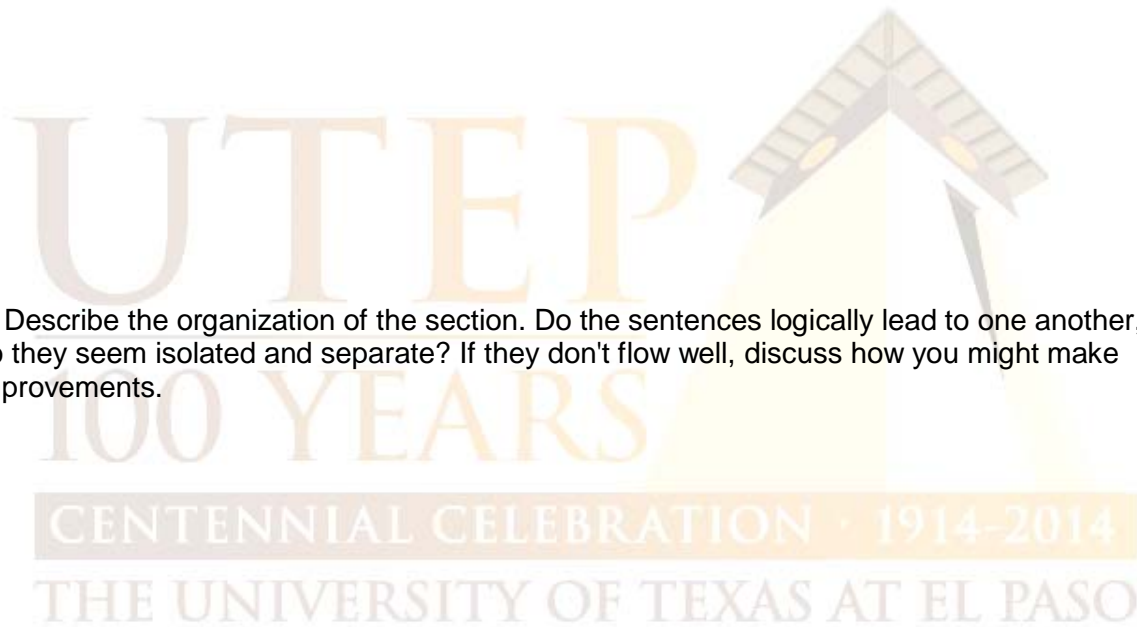
ASSIGNMENT #2: Discourse Community Map and Response

Chapter 1 of the *McGraw-Hill Guide* (MHG) discusses writing in the four areas of your life: as a college student, as a professional, as a citizen, and as a family member or friend. Each of these areas constitutes a discourse community, and there can be multiple discourse communities within each one of these. Occasionally, they can overlap.

We have defined the concept of a "discourse community" as a social group that communicates, in part, using written texts but also shares common goals, values, writing standards, specialized vocabulary, and specialized genres. As we have learned, writing is a social act—an act of connecting with others for multiple purposes.

Purpose: The purpose of this assignment is to examine how your writing is shaped by and shapes the various discourse communities with which you belong.

Audience: Your audience will be your scholarly peers, and you can assume that they have only a casual knowledge of your chosen discourse communities.

Content/Subject: You will construct a discourse community map that outlines the various discourse communities you belong to and the different literacies required for membership. As you begin to construct your discourse community map, you might want to look at various concept models to inspire a design. You can find examples online by using search keywords like "concept map templates."

After constructing your map, you will write a response that analyzes the discourse features of the communities that you have discussed. You need to consider what the goals are for each discourse community. Specifically, you will want to examine how the goals shape the communication (oral, visual, written) found with the community. Here are some questions to get you started:

- Who are the audience members within the discourse community?
- What are the purposes for writing in the discourse community?
- What are the typical genres and media used by the members of the community?
- What topics are written about in this discourse community?
- What are the conventions (guidelines and/or rules) of the discourse community?
- What specialized language is used? Why? Provide examples.
- How does one become a member of this discourse community?

Constraints: This assignment consists of two parts: the discourse community map and the written response. You will be evaluated on both portions of the assignment. Your map needs to be an accurate and effective representation of the discourse communities that you discuss. In terms of the written response, you will need to explain the components of your map. In particular, you will want to include the various discourse communities identified, the characteristics of each discourse community, and the various literacies (oral, visual, written) found within each discourse community.

Specific guidelines for this assignment include:
- Either a paper or electronic map.
- A 2-3 page written response as described above.
- Correct grammar, punctuation, spelling, and language use.

Do

Create your map in a form you are comfortable with, either in a poster form or in an electronic form.

Include the same elements for each discourse community.

Include specific examples of the language used in each community.

Choose discourse communities that are sufficiently different so that you have enough to say about the contrasts between groups.

Do not

Let the artistic elements overtake the content when designing the map.

MHG Reading References

Writing Goals and Objectives for College and for Life
This chapter introduces you to the kinds of writing you can expect to do as a college student, as a professional, as a citizen, and as a family member or friend. It also introduces you to several concepts that will be important in creating your discourse community map.

Writing to Discover and Learn
This chapter introduces you to strategies that you will use throughout the entire semester including invention, organizing and synthesizing, and using charts. Use several of the invention strategies to help you get started on your discourse map and response. **Clustering and concept mapping (p.43)** may be especially useful for this project.

Using Strategies that Guide Readers
This chapter will guide you through some of the basic principles of good writing, such as creating a thesis, writing paragraphs, topic sentences, etc.

[Assessment Rubric for Discourse Community Map and Response*](#)

CATEGORY	A	B	C	D	F
Map **20 pts.**	Map clearly profiles the student and has a creative, cohesive design.	Map sufficiently profiles the student, and the design is cohesive.	Map somewhat profiles the student and the design is adequate.	Map generally profiles the student, and/or the design is generally poor.	Map fails to profile the student and lacks cohesive design.
Focus **10 pts.**	Response exhibits strong focus on topic/ subject	Response may lose or may exhibit minor lapses in focus on topic/subject.	Response may lose or may exhibit major lapses in focus on topic/subject.	Response may fail to establish focus on topic/subject.	No focus found.
Supporting Details **10 pt.**	Supporting details consist of specific, developed details that define each discourse community listed.	Supporting details consist of some specific details that define each discourse community listed.	Supporting details consist of general and/or undeveloped details, which may not be relevant to the discourse community listed.	Supporting details are sparse—almost no relevance to the discourse community listed.	Lacking supporting details for the discourse community listed.
Writing Fluency: Clear, Concise, Correct **10 pts.**	Demonstrates skillful writing fluency, exhibits few or no grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person, tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is unclear.	No writing fluency; unclear, and/or errors distract.

 *__Rubrics are subject to minor changes. Students will be notified if changes occur.__

Student Model #1: Discourse Community Map

School

Joining
To join this community you must have a high school diploma, taken placement exams, and apply for admission.

Conventions
Proper grammar and punctuation with all instructors and faculty, MLA or APA format, must cite and use examples and quotes to support statements, informal with other students

Genre
Reports, and essays, personal narratives, memos, and notes

Topics
Depends on particular subject

Family & Friends

Joining
To join this community you must either be born or married into the family, or earn friendship

Conventions
Can be informal but still appropriate, formal with elderly, Spanish and English as common language

Genre
Mostly lists, occasionally brief letters or notes, birthday cards, and post cards

Topics
Everyday life, gossip, current events

Chanelle Chacon

Miss El Paso Spokes Model

Joining
To join this community one must be evaluated and chosen by a panel of judges

Conventions
Polite and formal with all agents, and representatives, informal but appropriate with other models, sincere tone, Spanish language spoken on occasion

Genre
Application forms, brief memos, lists, letters, pictures, and blogs

Topics
Auditions, photo shoots, rehearsals, wardrobe, public appearances and upcoming events

Wal-Mart Associate

Joining
To join this community one must apply, be interviewed, and complete orientation

Conventions
Be very polite, formal and cheerful with customers and associates, take concise, organized, legible, and detailed orders from customers, English and Spanish as common language

Genre
Mostly to do lists, and order forms

Topics
Cake and bread orders, things that need to be done, such as stocking the floor, preparing for the next day, and cleaning

[Student Model #2: Discourse Community Response](#)

Chanelle Chacon

English 1311

Discourse Community Response

In today's society writing is essential. It is used to convey emotions and propose ideas just as much as oral communication is used. Whether we are writing to explain, to persuade or to inform there is a goal to be achieved, and in order to achieve this particular goal we must appeal to our audience by using rhetorical knowledge to "mold" what we are writing. The tone, voice, context, media, genre and conventions we chose, all contribute to the effectiveness of our writing in our academic, civic, family/friends, and professional discourse communities.

Within my family/friends discourse community the environment is more relaxed and informal, compared to the formal language and environment in school. For instance, to ask a friend/family member a question, a quick text messaging saying "where r u, hurry up we are going 2 be late!" would be acceptable. In this discourse community it is okay to show and express urgency in tone and voice, though when talking to an adult one may change the previous text message to "Hey, can you please get here as soon as possible, I don't want to be late." Some of the topics would be food, birthdays, vacations, recent events, sports, and the purpose for writing about these topics would be to show interest and affection to loved ones, or to share new information. The media that would be used to relay these messages would be through postcards, birthday cards, e-mail, and text messages. Goals for this community are to stay on good terms and to stay in touch by keeping them posted and involved on a daily basis. The only guidelines in this discourse community would be to be respectful, and to avoid foul language.

In any professional discourse community it is important to use not only the appropriate

media but also the appropriate tone and voice. By writing with improper voice and an irritated or impatient tone it may show lack of respect for fellow associates and management members. As an associate in the Wal-Mart bakery our main audiences are our customers, and our main goal is to satisfy the customers and make sales. When writing lists, or cake orders it is important to be specific, detailed, dated, and legible. When taking down a cake order the associate must get the customer's name and phone number, along with order date, and pick up date/time. When a customer wants to make a change or addition it is important to be specific, "Top border pink, bottom border blue, and 1 blue rose on all 4 corners." If the associate leaves out details' and only writes " 1 border pink,1 border blue, 1 blue rose," the cake decorator will be left confused. To make sales we use ethos, by putting display cakes outside to show the work and credibility of the cake decorators. The goals to make sales and to satisfy the customer shape the written communication by requiring all lists and cake orders to be detailed and to the point.

To join the civic discourse community of modeling one must be evaluated and chosen by a panel of judges. The audience members within this discourse community are judges, agents, and fellow models. The common goals for this community are to represent El Paso, be a role model, and to book as many jobs as possible. In order to achieve these goals it is important (in oral and written communication) to use appropriate tone, and voice in order to portray a happy and intellectual image of yourself and the people being represented. In this discourse community it is important to keep in mind that the first impression is most important. The purposes for writing are to apply or enroll in competitions, to list experience, and to persuade the audience why they should chose you. When writing make sure not to give too much detail, be specific but to the point. For example, "In the last three years I have opened and closed many fashion shows, hosted charity events, appeared on television segments, and competed in modeling competitions and pageants." This response would be appropriate because it gives the judges information without taking up too much of their time.

The academic/school discourse community is probably one of the hardest communities

to join because of its high standards. In order to join this community one must have a high school diploma, and take placement tests to place in college level courses. The common language in this community is mostly English and occasionally Spanish with other students. With instructors and other faculty members of the university it is important to use appropriate tone, voice and language. The purpose of writing in school is to show understanding of a particular topic or subject. Therefore when writing essays, memos, and reports it is important to use ethos, pathos, and logos not only to support statements but to show confidence and understanding. This discourse community differentiates from the other communities by the media that is used. For instance, most professors expect a certain format, and require a specific page length, and require that citations be cited in MLA or APA format. These guidelines must be followed in order to receive a passing grade. Most assignments will be turned in via e-mail, or on paper in class. The common goal shared by all members is to further their education, and increase their chances for a brighter future.

In order to succeed in today's society it is crucial to have good understanding of the skills used to "mold" a particular text. By understanding the importance of tone, voice, context, medium, genre, and conventions of specific discourse communities it will be possible to write an effective text and achieve the intended response from that particular audience.

Exercise #1: Student Model Evaluation

Evaluate the student example using the rubric. Then respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Discourse Community Map and Response? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Discourse Community Map and Response did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your discourse community response?
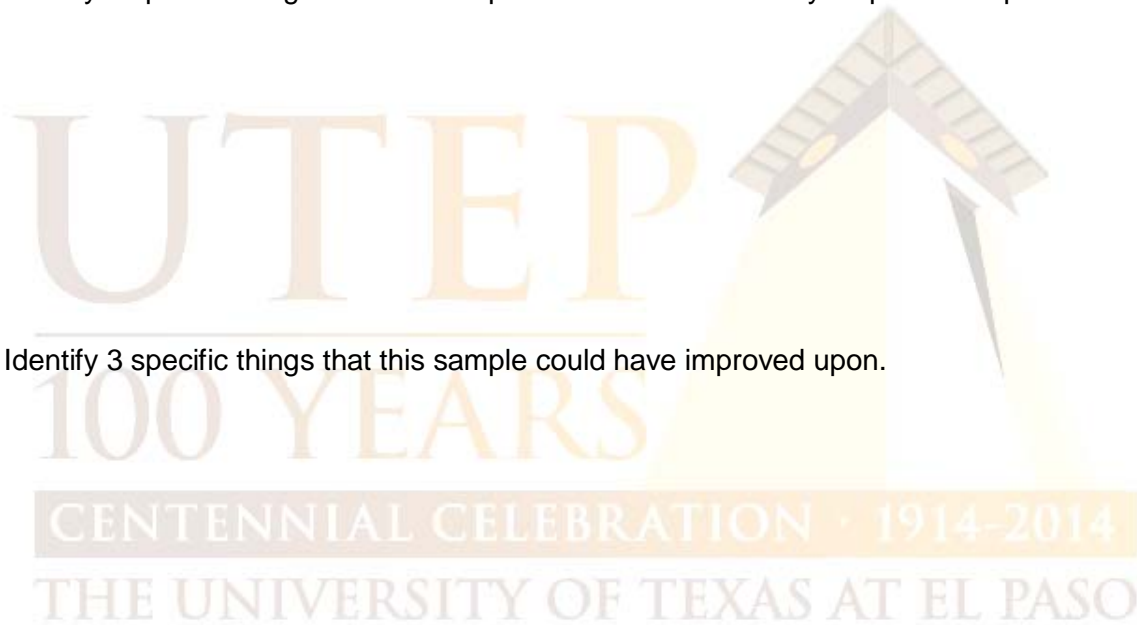
Exercise #2: Thinking About Your Discourse Map

Activity 1

Discourse communities are social entities with distinctive writing practices as a result of each community's shared values and goals, material conditions for text production, and influence of community members. They employ genres to carry out the community's purposes, have norms for texts (i.e. "good writing"), and specific roles for writers.

Think for a moment about a discourse community you belong to that involves writing.

1. What are the types of writing that are used in this community, and where do they take place?

2. What are the occasions for writing?

3. What kind of special or insider language belongs to this community (lingo, jargon, shortcuts, etc.)?

4. Describe your personal journey into acquiring the particular writing skills you use in that community.

5. What reading and writing activities did you engage in first?
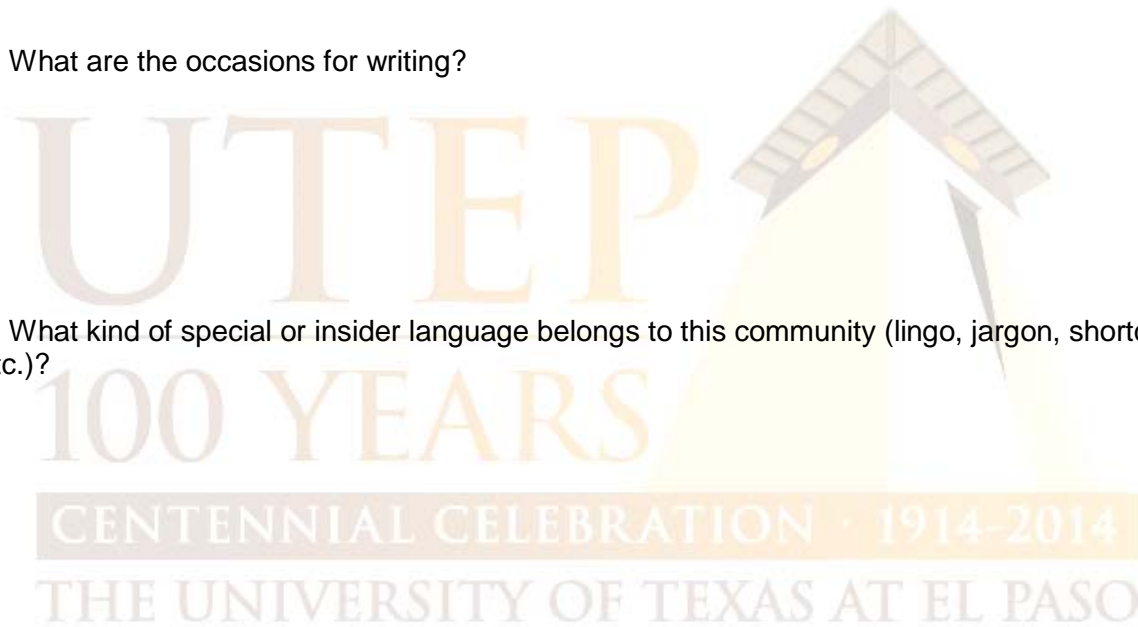
6. What did you need to learn to become a part of the community? What rules, boundaries, etc., were important to understand?

7. How have your writing skills in that community expanded over time?

Use your answers to fill in the following chart:

	Discourse Community #1	Discourse Community #2	Discourse Community #3
Goals and values			
Typical genres			
Conventions (Discourse guidelines and/or rules)			
Writer's tasks and roles			

Activity 2

1. Describe characteristics and purposes of maps.

2. What is the purpose of mapping concepts or ideas? Why is it useful?

3. What information will you include in your discourse community map?

4. Conduct a search using your preferred internet search engine using the keywords "concept map." Select one type of map that you feel will be useful, and sketch it in the space below.

5. Explain why you have selected that particular map.
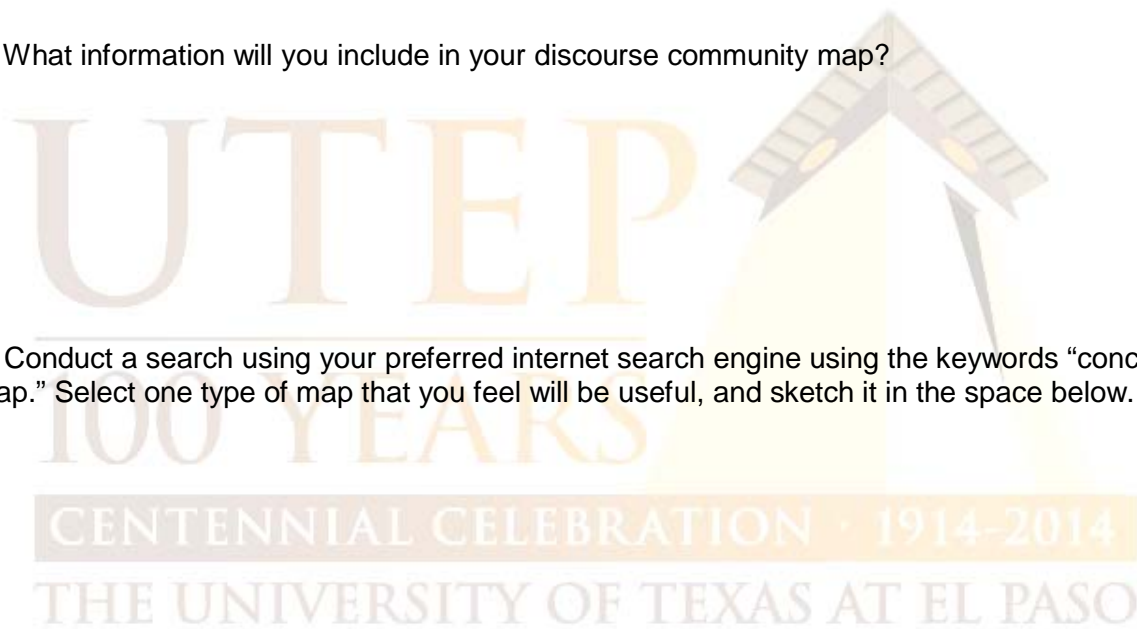
Exercise #3: Designing Your Response

1. Which discourse communities will you be discussing in your response?

2. What subjects are commonly discussed within those communities?

3. Describe the discourse conventions that exist within those communities.

4. In what genres does discourse take place within the communities you identified?

5. Describe a social issue with which one of the discourse communities that you identified is concerned. (This should be a community problem that is important to or interests you as well.)

6. Sketch out a brief organizational pattern for your response that includes all of the characteristics of the discourse communities in your discourse community map.

Exercise #4: Executing Your Response

Use the space below to draft the introduction to your Discourse Community Map Response.

Exercise #5: Peer Review for Your Discourse Community Map and Response

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Evaluate the usefulness and attractiveness of the discourse community map.

2. Comment on the depth of the analysis of the discourse community. Explain any shortcomings and provide suggestions for improvement.

3. Evaluate the response's discussion of discourse conventions.

4. Evaluate the writing quality of the response.

5. Provide one more suggestion for improving the map and/or response.

Exercise #6: Revisiting Your Discourse Community Map and Response

Discourse Community Map

1. Use the space below to sketch a different discourse community map than the one you already created.

2. Explain how this second map is less or more effective than your original map.

Discourse Community Map Response

Select one paragraph from your response to revisit.

1. Explain this paragraph's importance to the response as a whole. If you cannot figure this out, how can you revise the paragraph to be more relevant to the response?

2. What is the paragraph's topic sentence? Explain how it does or does not reflect the rest of the paragraph's content.

3. Examine the body sentences. Are they relevant? If not, explain how they can be revised to be more relevant.

4. Look for grammatical errors. Use this space to explain, in your own words, how you can fix these.

5. Revise your paragraph.

6. Look for any punctuation or formatting errors and correct them. Attach both the original and the revision to this worksheet.
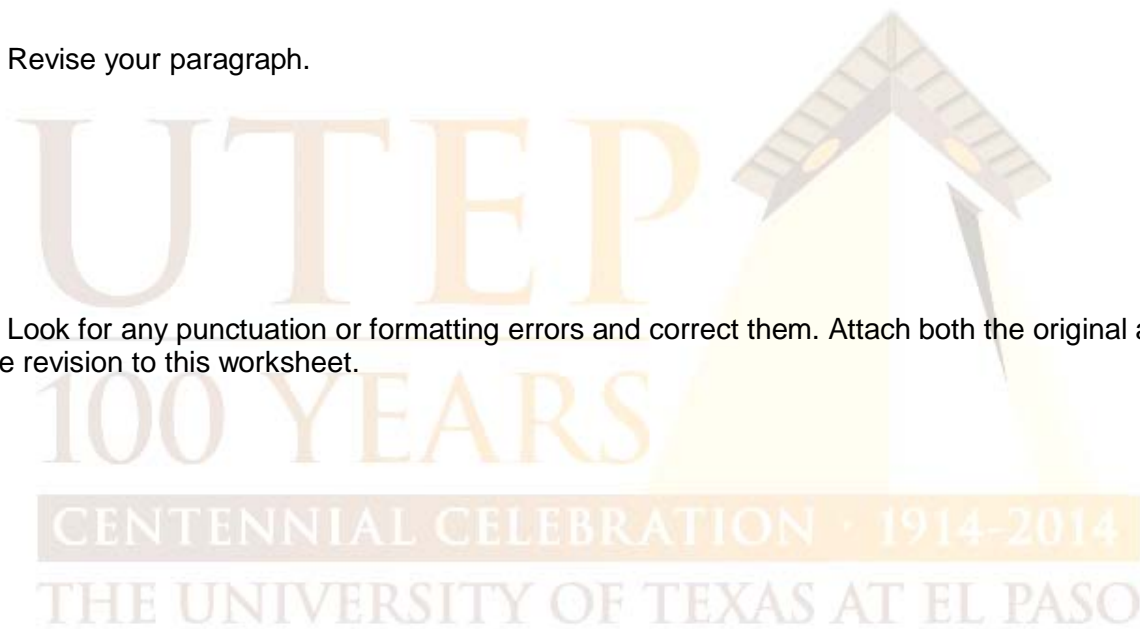
Exercise #7: Discourse Community Map and Response Self-Evaluation

Now that you have submitted your final draft of the Discourse Community Map and Response and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
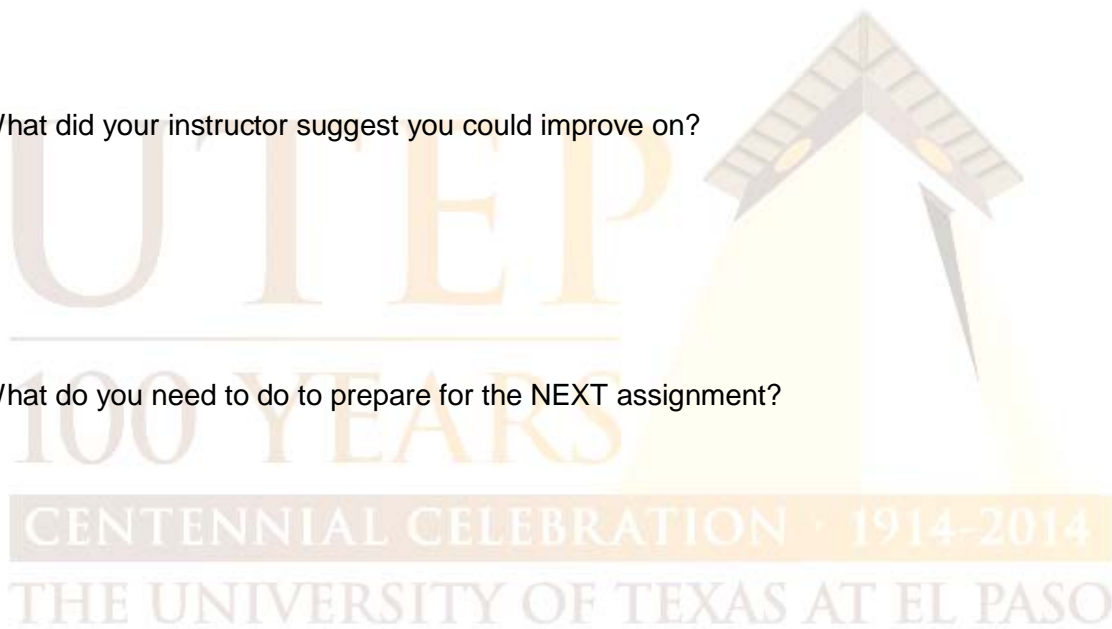
Collective Discourse Community Map (In-class project)

Chapter 1 of the *McGraw-Hill Guide* (MHG) discusses writing in the four areas of your life: as a college student, as a professional, as a citizen, and as a family member or friend. Each of these areas constitutes a discourse community, and there can be multiple discourse communities within each one of these. Occasionally, they can overlap.

We have defined the concept of a "discourse community" as a social group that communicates, in part, using written texts but also shares common goals, values, writing standards, specialized vocabulary, and specialized genres. As we have learned, writing is a social act—an act of connecting with others for multiple purposes.

Purpose: The purpose of this assignment is to examine how your writing is shaped by and shapes the various discourse communities with which you belong.

Audience: Your audience will be your scholarly peers, and you can assume that they have only a casual knowledge of your chosen discourse communities.

Content/Subject: In class, you will construct a discourse community map that outlines the various discourse communities you and those in your group belong to and the different literacies required for membership. As you begin to construct your collective discourse community map, you might want to look at various concept models to inspire a design. You can find examples online by using search keywords like "concept map templates."

Questions to consider when constructing the map: What discourse communities do you have in common with the other students in your group? What aspects of those communities have common ground? What aspects of communication do these communities are different in their communication practices?

In your groups, create a discourse map that incorporates three discourse communities that you have in common. What are the similarities and differences between your discourse communities?

Include on the map the similarities and differences of the following topics:
- Conventions: What is typical communication within the group?
- Texts included: What is written between members of each group?
- Topics discussed: What topics are discussed within each group
- Language used: other languages, dialects, specialized terms

After constructing your map, you will write a response that analyzes the discourse features of the communities that you have discussed. You need to consider what the goals are for each discourse community. Specifically, you will want to examine how the goals shape the communication (oral, visual, written) found with the community. Here are some questions to get you started:

- Who are the audience members within the discourse community?
- What are the purposes for writing in the discourse community?
- What are the typical genres and media used by the members of the community?
- What topics are written about in this discourse community?
- What are the conventions (guidelines and/or rules) of the discourse community?

- What specialized language is used? Why? Provide examples.
- How does one become a member of this discourse community?
- Describe how the discourse communities differed from one another.

Constraints: This assignment consists of two parts: the discourse community map and the written response. You will be evaluated on both portions of the assignment. Your map needs to be an accurate and effective representation of the discourse communities that you discuss. In terms of the written response, you will need to explain the components of your map. In particular, you will want to include the various discourse communities identified, the characteristics of each discourse community, and the various literacies (oral, visual, written) found within each discourse community.

Specific guidelines for this assignment include:
- Either a paper or electronic map.
- A 2-3 page written response as described above.
- Correct grammar, punctuation, spelling, and language use.

Student Model #2: Collective Discourse Community Map

Work (waitress, office staff, cook)

- Conventions: (similar) speaking with other workers/boss; (different): taking orders from customers, communication between wait staff & cooks, receiving messages via email,
- Texts included: similar: short notes between staff members; different: email, written food orders
- Topics discussed: similar: work hours; different: food, how to file paperwork
- Language used: similar: , different: codes for food orders,

Students at UTEP (biology, history, criminal justice majors)

- Conventions: similar: communicate with other students, teachers, university staff using email, text-message or talking with them; different: speak with biologists, historians, or law enforcement
- Texts included: similar: email, text message with other students; different biology reports, historical research papers, memos
- Topics discussed: similar: writing class, food on campus, housing, work, campus issues, friends: different: classes in major
- Language used: similar: talking about classes and UTEP with students; formal speaking with teachers ; different: terms used in classes,

Students: John, Carla, Sara

Athletics (Recreational running; UTEP soccer team; intermural softball)

- Conventions (similar): speaking with other athletes; (different) speaking with coaches/team captain (soccer/softball)
- Texts included: (different) coaches guidelines, NCAA guidelines (soccer); (similar) none
- Topics: (similar): training, practice; (different): team planning
- Language used (similar): words such as training, practice, coaches; (different) terms for sports goals such as finish line, timing, goals, home run; equipment: cleats, running shoes, glove; positions: runner, forward/goalie, catcher/pitcher

Community Discourse Map

ASSIGNMENT #3: Choosing a Semester Topic

Generally speaking, RWS 1301/ENGL 1311 is designed to provide you with a theoretical, research, and writing foundation that can be applied to the various fields of study pursued at a university. As 1301/1311 students typically come from a range of disciplines, we want to encourage you to work on subjects/topics relevant to your chosen field of study or interests.

One of the first steps you will need to take as you begin this course is to choose a community issue or problem you want to focus on for the semester. This can be in any area: politics, education, economics, social issues, public policy, culture, sports, music, and so on. Your choice should reflect your interests academically, professionally, and/or socially. Some instructors may have a class theme to help you focus even more, so keep that in consideration as you make your choice.

It is also important to note that the topic you select MUST allow you to be able to explore, analyze, inform, convince, and problem solve at different points in the semester.

Here are some tips:

Do

Choose a topic that is interesting, relevant and current.

Choose a topic related to your field of study, future profession, or social interests.

Choose a topic that can be narrowed down and has a debateable issue within it--something you can take a position on and advocate for.

Do not

Choose a topic you know absolutely nothing about or have no interest in.

Choose a topic simply because you know finding research will be easy, or has been "overdone."

Choose a topic you will not be able to argue or advocate for in some way.

Here are a few projects that can lead to productive projects

Topic
Border health issues
Lowering water tables
Arroyo flooding
Domestic violence
Children's heath
Childhood poverty
Colonias—poverty
Overpopulation of animals
Sports issues
Mental health issues
Education issues
Off-Shore drilling (oil)
Marriage Equality
Immigration
Adolescent Cosmetic Surgery
Racism
Separation of Church and State
Internet Addiction
Ageism
Public School System
Access to Technology
Native American Issues

Choosing Your Topic Activity

Use this area to list the Top Five topics that might be the focus for your assignments this semester.

First, consider the various discourse communities you belong to since these are the groups who share your interests. List them here:

1.

2.

3.

Consider what kinds of issues/debates/topics each group is concerned with and about which they usually communicate. List them here:

1.

2.

3.

What agencies are related to these topics?

1.

2.

3.

What can you advocate about these topics?

1.

2.

3.

Finally, it is decision time! Choose the topic you would have the most interest in to focus on for this semester. Briefly describe it below.

Writing Reflection & Self-Evaluation Memo

Introduction: The reflection and self-evaluation is a short, informal essay reflecting on your writing process.

Purpose: The opportunity to reflect on your essay and process of writing gives you the ability to find ways to improve your essay and more generally improve your process of writing.

Assignment Description: Please address the following questions in a memo. There should be a minimum of one paragraph for each section:

- List every step you completed to write this project. List each prewriting, rough draft, and other techniques used to get to the draft you turned in.
- Did you try anything new as you wrote this project (e.g. a new prewriting strategy, writing technique, or different point of view)? Why or why not? If you did experiment, how do you feel about the results?
- What comments and suggestions were made during the peer-review? Did you seek suggestions or readers outside of class? If so, who assisted and how? What about the process was/was not helpful?
- What works in this project? What do you like about this current draft?
- Which parts of this draft concern you? Which of your decisions are you uncertain about?
- In what condition do you think your paper is now? Why?
   o Early: The focus or purpose still needs to be developed.
   o Middle: Developed focus and purpose. May need work on organization or the ideas need to be developed and/or supported.
   o Late: The response is focused, organized, and developed with appropriate support. It may still need closer editing and proofreading.
- What steps remain between this draft and a more complete & finished draft?

Formatting: Email memo style (see below).

Peer-Review Memo

Introduction: The peer-review is a short, informal memo addressing your comments on your peer's written work.

Purpose: The opportunity to comment on your peer groups' written work and help you articulate the important aspects of the assignment and the writing process.

Assignment Description: Please address the following questions in a memo about each draft you are reviewing. There should be a minimum of one paragraph for each section.

- Overall, what did the writer do well? Discuss 2-3 aspects of the analysis. Provide examples from the text.

- What questions do you still have about the analysis? Address 2-3 questions and provide specific examples from the text.

- What suggestions do you have for improving the analysis? Discuss 2-3 things that could be improved. Provide examples from the text.

- Address the peer-review questions that are specific to your assignment.

Formatting: Email memo style.
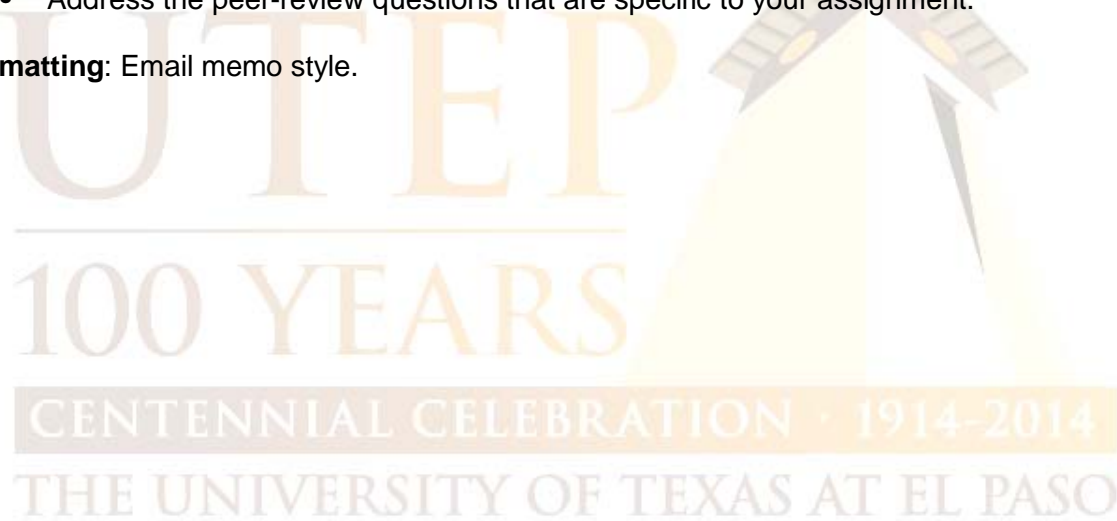
ASSIGNMENT #4: Agency Discourse Email Memo

This assignment builds on what you have learned about discourse communities and the Discourse Community Map and Response project. Here, you will observe an agency related to your discourse community and report your findings through an email memo that you will use to introduce your discourse community to your audience. You will provide a detailed description of the agency and its characteristics, its discourse and writing practices as well as its relation/contribution to an important community or social issue,

Purpose: In addition to observing and analyzing discursive practices, the purpose of this assignment also includes becoming familiar with the genre of professional email communication. Email is the primary and most frequent method of communication you will encounter as a university student. Learning how to effectively interact through email is an important step towards developing your own professional identity – and it is also a skill that, when mastered, will transfer meaningfully to your post-graduate life.

In terms of social awareness, you will discover and observe how agencies and organizations in society impact the issues that are present in that society or community. You will also note how communication takes place in your chosen agency particularly when it has relevance to the community issue you have chosen. Finally, this assignment will take the form of an email memo, which will prompt you to convey information precisely and efficiently in professional and academic settings. The format of this assignment is one you will apply in future email correspondence with your writing instructor. In addition, you will likely want to continue to employ this format in later correspondences in whatever other email interactions you encounter as a student.

Audience: Generally speaking, the intended audience of this genre is whoever you are sending the email to. For this assignment, your audience will consist of your instructor as well as your scholarly peers whom you may assume have only a passing familiarity with your agency and your issue.

Content/Subject: Your email memo should contain three main types of observations and analysis:

- the characteristics of your agency
- the discourse practices of your agency
- your relation of these to an important social or community issue

Overall, you should use this memo to report what you observed at your agency and the implications of what you observed to your issue. (This should not be a summary of the website or other materials.)

Constraints: The guiding constraint for this assignment will be the genre of the email memo. Memos, particularly those sent via email, are written with the intention of quickly and precisely conveying specific information. Also, email memos are typical in a workplace setting, which means they are written in a professional style. Consequently, elevated language (college level or business English) and correct grammatical usage are typically used. As academic

institutions such as UTEP constitute workplace settings, you are expected to employ this style and tone in all of your email communication.

Note that with a traditional print memo, you would be required to include a sent date, recipient's name, sender's name, and subject in the heading. But as you are probably familiar with, in an email memo, the date is time stamped at the time of sending, and you will enter the recipient's email address and subject outside of the text field.

Also, be sure that your memo is focused on your observation of the agency's discourse. It is informative writing and should **not** be persuasive or argumentative.

Specific guidelines for the completion of this assignment include:
- Proper email memo format for introductory and closing sections (See student example for proper heading—email memos are not written in APA format).
- Single-spaced, block format (Do not indent paragraphs).
- Traditional/professional font (Times New Roman, Arial, Georgia, etc.).
- 500-750 words in length.
- Correct grammar, punctuation, and spelling.

Do

Include the recipient's email address, cc's if necessary, and email subject.

Format it like a memo, with a proper greeting and closing and block formatting.

Take time to consider how you want to organize the 3 required elements.

If your email includes an attachment, indicate this in one of your body paragraphs.

Include open and closing sentences but not whole paragraphs.

Do not

Double space or indent paragraphs.

Randomly organize the elements in your memo.

Simply summarize the agency's website.

Use first or second person voice (I, you, we).
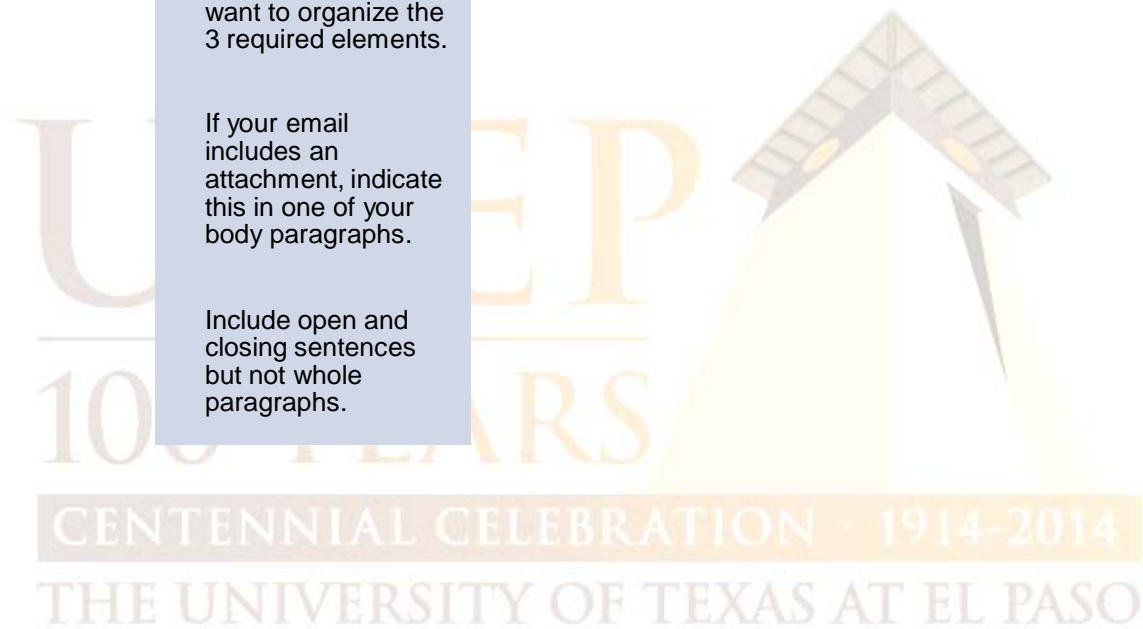
MHG Reading References

Writing to Explore

This chapter helps you set your writing goals as well as to understand the purposes and processes for writing to explore. Pay special attention to the **Rhetorical Considerations for Exploratory Writing** and **Learning the Qualities of Effective Exploratory Writing**. Finally, look at the section featuring the Peace Corps website. The series of questions on the following page are good practice—and good invention questions—for your own project.

Using Strategies that Guide Readers

This chapter will guide you through some of the basic principles of good writing, such as creating a thesis, writing paragraphs, topic sentences, etc.

Assessment Rubric for Agency Discourse Observation Memo*

CATEGORY	A	B	C	D	F
Analysis **15 pts.**	Specific, developed analysis and insightful documentation of real- life observations.	Analysis is generally sound but observation needs to be more applicable to real-life situations.	General and/or undeveloped analysis, with adequate observations.	Analysis and observations are sparse and lack insight.	No relevant analysis or insightful observations made.
Supporting Details **15 pts.**	Support information is related to analysis and supportive of the topic/subject.	Support information has minor weaknesses relative to analysis and/or support of the topic/subject.	Support information has major weaknesses relative to analysis and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.	No support information found or irrelevant.
Writing Fluency: Clear, Concise, Correct **15 pts.**	Demonstrates skillful writing fluency, exhibits few or no grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person, tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is unclear.	Writing is not fluent.
Design: **5 pts.**	Design is professional and adheres to the all design requirements.	Design is mostly professional and adheres to most of the design requirements.	Design somewhat professional and does not adhere to at least one of the design require-ments.	Design is not professional and/or does not adhere to one or more design requirements.	There is no design and is poorly executed.

__Rubrics are subject to minor changes. Students will be notified if changes occur.__

[Student Model #1: Agency Discourse Observation Memo](#)

Subject: Candlelighters of El Paso

Dear English 1311 students,

The number of El Paso children who suffer from cancer is alarming. Even more alarming still is that there are not a lot of organizations who worry about the children's quality of life. These organizations are needed because children need to have a good quality of life due to their illness and the emotional distress it brings; not only do the children need help, but also their families. Many families cannot cope with their child's illness either because of the illness itself or because of the economic and emotional issues it brings to every member of the family.

Candlelighters of El Paso is well aware of this situation and has decided to take action so that children and their families are able to support each other during trying times such as this one. Cancer patients and their families that come to the organization get free help in various ways. Children are given the opportunity to attend multiple workshops, a summer camp with other children their age who also suffer from cancer as well as receive counseling as to how to live with their illness and the emotional and physical changes it brings. Since children cannot do this alone, they look for support from their family to make things a bit easier, so there are a lot of activities and workshops meant for the whole family to take part in so that they can build strong relationships and create memories that will help them overcome tough times. Of course, Candlelighters understand that children cannot do everything by themselves, so it reaches out to the patient's family by counseling and workshops that complement the ones the children attend, and by offering free financial assistance to help cover medical expenses.

In order for children and their families to receive the help they need, good communication amongst the organization is essential. Children and their families receive e-mails and newsletters regarding upcoming events, appointments, or anything related to their case, while at the same time, they make posters and flyers that either stay in the agency or are distributed throughout the El Paso area. Some of those flyers and posters promote the organization and their cause, and since Candlelighters is a non-profit organization, they look for donors so they can keep helping the community. Once a person becomes a donor, he or she is given the choice to keep up with the organization through mail, phone calls, newsletters, or e-mails. The organization would be nothing without its volunteers and employees who send e-mails and letters to families that belong to the program and remind them about upcoming events, such as the upcoming Walk of Hope to be held September 26, 2009. The organization encourages people to participate in the event by registering online.

The El Paso Candlelighters website provides plenty of information for everyone: parents, children, and donors. It includes links to information on having a child with cancer, how to donate, updates on research, among other things. It is well designed with bright colors and pictures of children. They also include links to a page on Facebook and to videos on YouTube. Finally, another great way that Candlelighters communicates with the community is through their trucks. The trucks that pick up donations at people's homes are painted with their name and pictures of smiling children. This can be a good reminder to call and schedule a pick-up of donations to Candlelighters.

Sincerely,

Alba Dominguez

[Student Model #2: Agency Discourse Observation Memo](#)

Subject: Teen Advisory Board

Dear 1311 students,

Over the course of the years the HIV/AIDS pandemic has managed to infiltrate El Paso. Lack of information along with misguided information has contributed to this issue. Unfortunately this issue is not treated as a priority. The number of agencies that focus on the prevention and education of HIV/AIDS is not as big as it ought to be. There are hundreds and hundreds of individuals living in El Paso who are infected with this virus and are unaware of it. Even more shocking is that the highest percentage of these individuals along with those who have been tested belongs to teenagers.

The Teen Advisory Board is and organization whose goal is HIV/AIDS awareness and prevention. They are partnered with The University Medical Center of El Paso. The Teen Advisory Board focuses on reaching out to the adolescent community. For more than a decade they have been training educators. This group differs to others in that the individuals who are being trained are teenagers themselves. Every year a group of teens form El Paso goes through an extensive training of approximately eleven sessions. Once this program is completed they are then required to attend another training in which they are instructed on the HIV/AIDS' history, prevention methods, and ways of spreading along with other influential factors. Once they have completed this training they are then certified as Teen Advisory Board educators.

Once certified these teens begin outreach. They attend schools, from middle schools to colleges, to conduct presentations on HIV/AIDS. They stress the importance of having the right information in order to do the right choices. They talk about the risk factors that can increase the possibility of individuals becoming infected with this virus. Such factors include the usage of drugs and alcohol as well as peer pressure. In targeting these risk factors not only do they help lower the excessive use of drugs and alcohol but they are also preventing the spread of HIV/AIDS. Another goal of this program is to destroy ignorance. By giving these individuals the correct information they are trying to eliminate the stigmas that for decades have accompanied this virus.

The Teen Advisory Board also gives these teen educators great opportunities that could not be achieved otherwise. This organization helps both the educators as well as those on the receiving end. This program helps keep these teens on the right path to a healthy productive life. They promote awareness in various different ways such as passing out information, condoms, and performing test during World AIDS Day or organizing events directed towards the youth. Recently this organization has begun new projects that are designed to more effectively reach El Paso's youth. Some of these projects involve the launch of TAB TV and TAB radio. These programs are designed to convey the messages by presenting them in everyday situations. The radio is meant to be a resource by which parents can communicate to ask questions and get answers form a teenager's perspective.

The Teen Advisory Board may be contacted through e-mail at TABCARES@UMCELPASO.ORG or by phone at (915)521-7482. Their website provides some helpful information about the program and how to get registered. This program is dedicated to the prevention and promotion of understanding towards HIV/AIDS.

Sincerely,
Senaida Navar

Exercise #1: Student Model Evaluation

Evaluate the student example(s) using the **rubric**. Then respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Agency Discourse Observation Email Memo? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your memo?
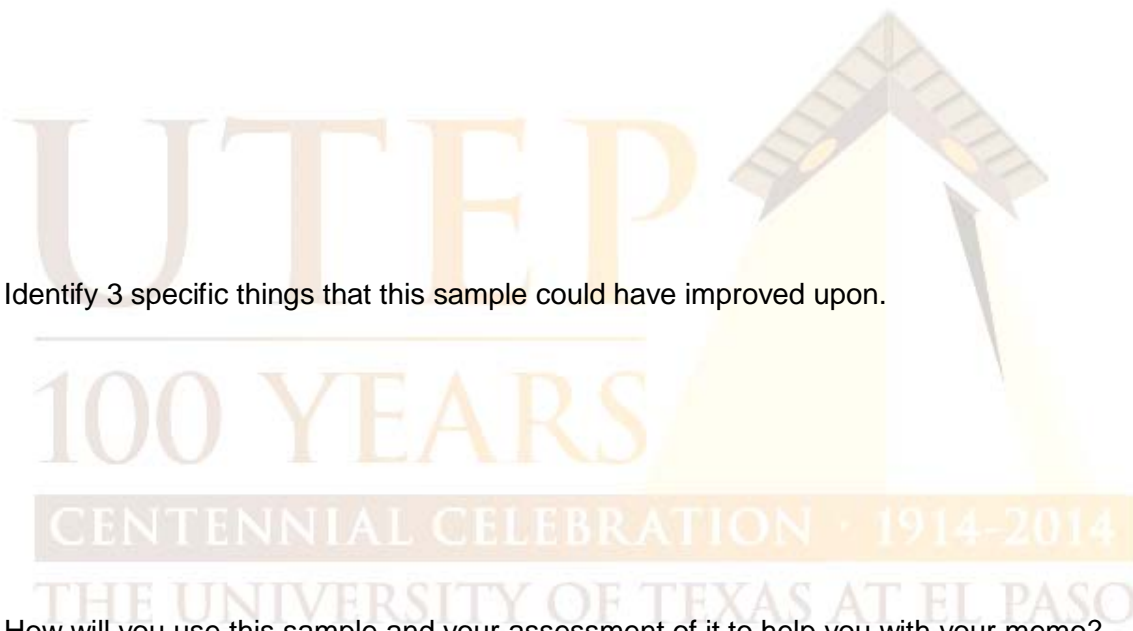
Exercise #2: Thinking About Your Agency Discourse Observation Email Memo

Answer the following questions to help you generate ideas for your assignment.

1. What kinds of documents can you use to observe the agency's discourse and writing practices? (Consider websites, ads, billboards, Facebook pages, press releases, commercials, brochures, and so on.)

2. In terms of job position or occupation within the organization, who appears to be the author(s) of the documents?

3. Who appears to be the audience for the documents?

4. What issues do the documents appear to address?

5. What discourse community is this agency a part of?
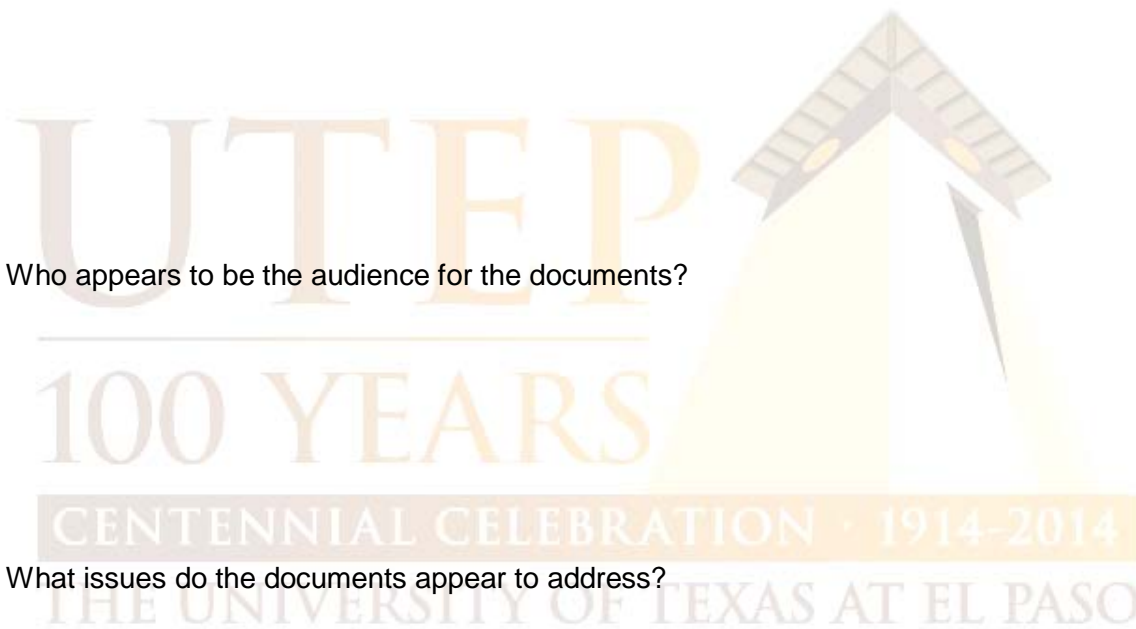
6. What sorts of challenges might the agency face in communicating with their discourse community?

7. What sorts of advantages might the agency have in communicating with their discourse community?

Exercise #3: Designing Your Agency Observation Discourse Email Memo

Use the space below to create a skeleton for your email memo. Fully compose all email memo elements except for the body paragraphs. In place of full body paragraphs, write well-composed topic sentences for each paragraph.

Exercise #4: Executing Your Agency Observation Discourse Email Memo

Select one of your topic sentences from the previous exercise. Write a fully-developed paragraph using that topic sentence. Be sure to use any supporting facts or data that you need to complete this paragraph.

Exercise #5: Peer Review for Your Agency Discourse Memo

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Does the memo use proper memo format? If not, what needs to be corrected?

2. Does the memo adhere to the length requirements of the assignment? If not, what can be done to either shorten or lengthen it?

3. Describe the characteristics of the agency as described in the memo.

4. Evaluate the discussion of the discourse practices of the agency and provide suggestions for improving that discussion.

5. Does the memo discuss an important social issue? If not, suggest social issues that might relate to the agency discussed in the memo.

6. Make one more suggestion for improving the memo.

Exercise #6: Revisiting Your Agency Observation Discourse Email Memo

1. Describe your email memo's adherence to the discourse conventions of the genre.

2. How does your email memo effectively utilize the email memo genre?

3. How were you limited by the genre of the email memo?

4. How did you overcome the limitations of the email memo genre?

5. Evaluate your email memo's effectiveness as a whole. Give examples for any claims that you make.
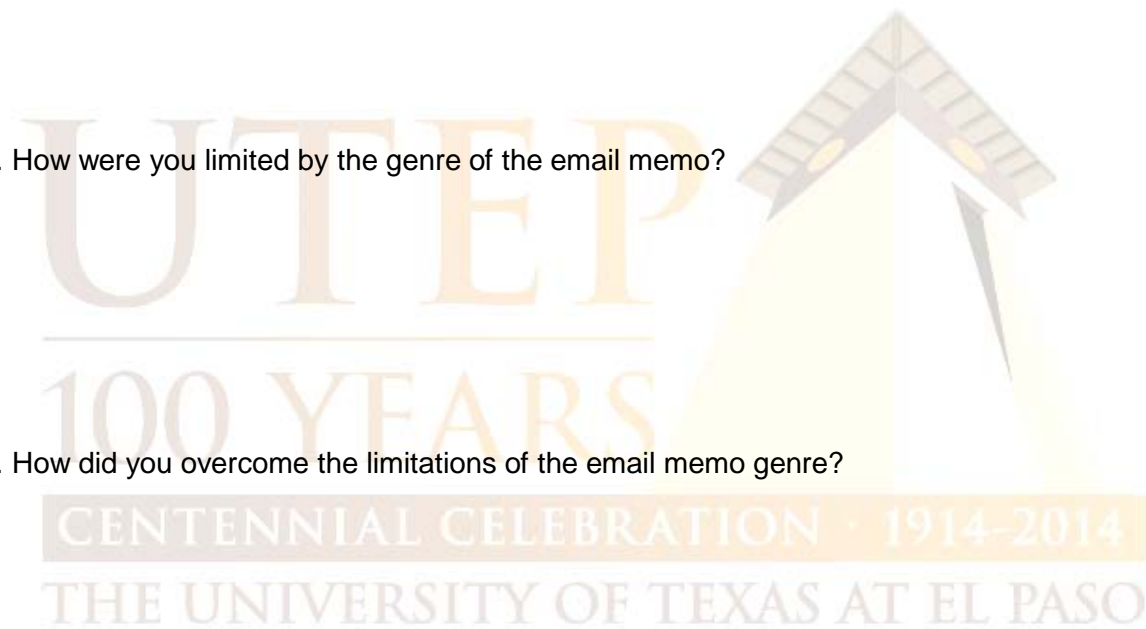
Exercise #7: Agency Discourse Observation Email Memo Self-Evaluation

Now that you have submitted your final draft of the Agency Discourse Observation Email Memo and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
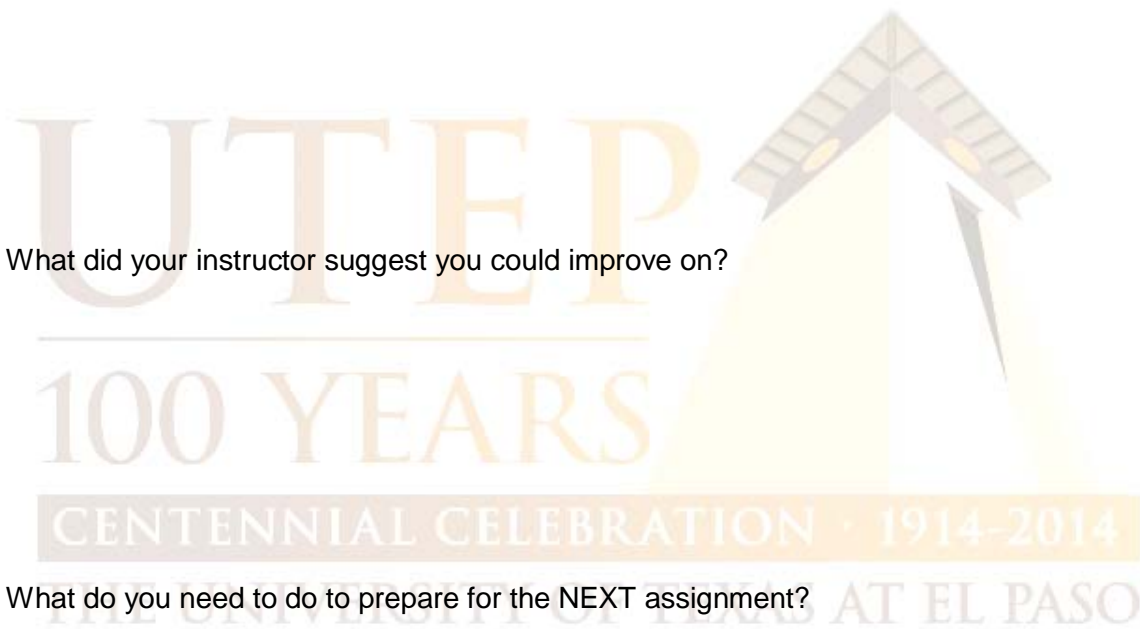
ASSIGNMENT #5: Rhetorical Analysis

In addition to composing your own rhetorically effective documents, an important component of this class involves learning how to how to rhetorically analyze the discursive artifacts created by others. Three types of rhetorical analysis are presented in this section. Your instructor will let you know which specific assignment of this part of the sequence you will be required to complete.

Website Analysis – Group Presentation

Aristotle was a Greek philosopher who believed there were three ways to persuade an audience: by use of proofs or evidence, by appealing to emotions, and through the credibility of the speaker. He called these rhetorical appeals: logos, pathos, and ethos.

> **Logos** is related to the word "logic" and deals with the *logic* of the argument or presentation. It elicits a cognitive response.

> **Pathos** is related to the word "empathy" and deals with the *emotional appeal* used in an argument or presentation. It elicits an emotional response.

> **Ethos** is related to the word "ethics" and deals with the *credibility* or *trustworthiness* of the author or sponsor of the site. It establishes integrity, trustworthiness, competency, and respect for its audience.

Aristotle's system of argumentation has become a mainstay in the fields of speech, rhetoric, and writing. A writer should effectively utilize these rhetorical appeals, in varying degrees, to make an argument. An understanding of ethos, pathos, and logos is also an effective critical thinking tool that is useful in analyzing anything from the banter of television news pundits to presidential speeches or from advertisements to academic arguments.

At the dawn of the 21st century, one genre that probably gets more attention than any other is the website. Websites may be informal, such as blogs, wikis, or personal homepages, or they may be formal, such as online periodicals, professional homepages, or even library databases. A website's purpose may be to put forth a position, to sell merchandise or services, to entertain, or to provide information. It is crucial to understand the purpose of the website, the credibility of the website's author(s), and the influence it has on its audience members.

Purpose: By conducting a rhetorical analysis of a website, you will gain a better understanding of the purpose, method, and effectiveness of the website's appeal to its audience. It will also give you a better understanding of how the website genre impacts the various discourse communities you belong to. By working in a group, you will gain experience working with individuals from different cultural and social backgrounds, and by delivering your analysis through a presentation, you will gain experience in public speaking.

Audience: This presentation should be addressed to your classmates who will learn from your presentation and ask questions and/or offer their own input at the end.

Content/Subject: Each group will choose a website and present an analysis of the strengths and weaknesses in the website's use of ethos, pathos, and logos to reach its audience.

Here are some examples of the way these rhetorical appeals may be present on a website:

Logos

  - The layout and organization on each page, especially on the homepage
  - The logic and ease of navigation
  - The use of facts, statistics, examples, citations/quotes from experts
  - Evidence of sound reasoning/ consistency in the message

Pathos

  - The use of color
  - The use of sound
  - The use of photographs or other images
  - Font
  - Anecdotes or emotional narratives
  - Appeals to the audience's sense of loyalty, patriotism, aesthetics, or values
  - Motivational appeals
  - Use of vivid or emotional language
  - Use of sensory details
  - Message and/or construction of site has an emotional and imaginative impact

Ethos

  - Ease of locating authority, funding, and contact information (transparency)
  - Bias/agenda
  - Active/up-to-date
  - Factually correct
  - Credible sources/resources
  - Effective outside sources (as in external links)
  - Credibility of the author(s) or site sponsor as it exists independently from the message of the site.
  - Correct grammar and punctuation

Instructions: For your presentation, you will briefly introduce your website, define its purpose, and define its primary audience. You will then explain the effect each appeal has on its audience using specific examples from the website. This is a collaborative project, so each group member should participate in the presentation equally and cooperatively in order to create a cohesive presentation.

Be prepared. Practice your presentation. Cooperate.

Constraints: You will bring the website up on the screen and walk your audience through your analysis. Your presentation should:

  • Be 4 – 7 minutes long
  • Include a brief introduction of yourselves and the website you chose
  • Provide a thorough analysis of the website's use of ethos, pathos, and logos
  • Use specific examples from the website
  • Discuss the impact the website has on its audience
  • Include any concluding remarks your group feels are relevant to the analysis
  • Provide a brief question and answer period at the end

Assessment Rubric for Website Analysis

CATEGORY	A	B	C	D	F
Analysis 30 pts.	Specific, developed analysis and insightful observa-tions.	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undeveloped analysis.	Analysis is sparse and lacks insight.	No relevant analysis and insightful observations made.
Supporting Details 20 pts.	Support information is related to analysis and supportive of the topic/ subject.	Support information has minor weak- nesses relative to analysis and/or support of the topic/ subject	Support information has major weaknesses relative to analysis and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.	No support information found or irrelevant.
Focus 20 pts.	Maintains focus on topic/ subject throughout response.	May exhibit minor lapses in focus on topic/ subject	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	No analytical focus found.
Presentation Prepared- ness 15 pts.	Speaks confidently and smoothly without vocal pauses.	Generally speaks with confidence. Some vocal pauses.	Appears somewhat nervous, may speak softly or pause, but does not impede audience's comprehension	Nervousness, pauses, and/or quiet voice impedes audience comprehension.	Nervousness and/or quiet voice prevents audience comprehension.
Ethos of the Group 15 pts.	The overall analysis establishes credibility of the group as a whole.	The overall analysis reasonably establishes credibility of the group as a whole.	Some lapses in establishing overall credibility of the group as a whole.	Significant lapses in establishing credibility of the group as a whole.	Failure to establish credibility as a group.

*__Rubrics are subject to minor changes. Students will be notified if changes occur.__

Writing to Analyze: Rhetorical Analysis Assignment

The goal of a rhetorical analysis is not to analyze *what* a writer is arguing, but to analyze *how* the writer is presenting the argument. You will do this by analyzing the use of rhetorical strategies. Using a text related to your community issue and/or one your instructor provides, you will provide an objective analysis of the strengths and weaknesses in the writer's use of ethos, logos, and pathos within his or her argument(s).

Purpose: This assignment prompts you to identify the strategies that a particular argument employs. One of the reasons that this is useful is that it requires you to understand not just what writers are saying but also the purposes and motivations behind their arguments. Additionally, as you get more comfortable identifying the strategies other writers employ, you will be able to utilize these strategies effectively in your own writing.

Audience: Your audience will consist of your scholarly peers whom you may assume have only a casual familiarity with the issue and the text that you are analyzing.

Content/Subject: The rhetorical analysis you conduct will consist mainly of your analysis of the three rhetorical appeals of logos, pathos, and ethos.

> *Logos is concerned with the logic of the writer's argument.* In considering the writer's use of logos, you will analyze issues such as the quality and quantity of supporting evidence. You may also want to consider any bias that the writer might have toward the subject and the effect of that bias upon the argument being presented. Is the writer's reasoning sound? Do you identify any logical fallacies? In short, you will want to address any weaknesses and/or strengths in the logic of the argument.

> *Pathos deals with emotion.* Here, you should identify any attempts on the part of the writer to evoke a particular emotion from the audience. Additionally, you will want to consider whether or not appealing to emotion is an effective strategy for the argument being discussed.

> *Ethos deals primarily with credibility.* You will want to examine the author's reputation, authority, and/or expertise. These factors as well as the argument being made will either improve or detract from the writer's credibility.

Remember: Audience is an extremely important consideration for the writer; therefore, you also want to determine who you think is the intended audience, and explain how and why you came to that conclusion. Again, you are *not* developing an argument that advocates in favor of or against the writer's position/issue.

Constraints: This is an analytical, academic assignment, and, as a result, your writing should reflect that. This means that your analysis should be written in an elevated and sophisticated style that makes use of correct grammar and usage. You should make a clear and precise argument as you analyze the rhetorical strategies employed in the text that you are examining.

Specific guidelines for this assignment are:

- Clear introduction and conclusion.
- Address all three rhetorical appeals: ethos, pathos, and logos.
- Address the issue of audience.
- Adherence to APA format (including in-text citations and Reference page).
- 3-5 pages in length.
- Correct grammar, punctuation, and spelling.

Do

Incorporate quotes from the text in order to analyze their effect.

Focus on the use of ethos, pathos, and logos in an article.

Follow APA style formatting as detailed in Chapter 4 of the Guide.

Do not

Offer your opinion on the issue or try to refute the author's thesis.

Merely write a summary of the article.

MHG Reading Reference

Reading Critically for College and for Life
This chapter provides information for reading critically, prereading, reading actively, constructing a rhetorical analysis, and post reading. This information will be important to your rhetorical analysis and other work you complete for 1311, 1312, and all other courses you take.

Writing to Analyze
This chapter helps you set your writing goals as well as to understand the purposes and processes for writing to analyze. Pay special attention to the **Rhetorical Considerations in Analytical Writing** and **Learning the Qualities of Effective Analytical Writing**.

Genres Up Close: Writing a Rhetorical Analysis
This section provides an example as well as some good questions for analyzing ethos, logos, and pathos. Use the questions to help generate ideas for your analysis.

Using Strategies that Guide Readers
This chapter will guide you through some of the basic principles of good writing, such as creating a thesis, writing paragraphs, topic sentences, and so on.

Assessment Rubric for Rhetorical Analysis*

CATEGORY	A	B	C	D	F
Analysis **30 pts.**	Specific, developed analysis and insightful observations.	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undeveloped analysis.	Analysis is sparse and lacks insight.	No relevant analysis or insightful observations made.
Supporting Details **20 pts.**	Support information is related to analysis and relevant to the claims about the topic/subject.	Support information has minor weaknesses relative to analysis and/or relevance to the topic/subject.	Support information has major weaknesses relative to analysis and/or relevance to the topic/subject.	An attempt has been made to add support information, but the claims were unrelated or confusing.	Support information irrelevant or not found.
Focus **20 pts.**	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	No analytical focus found.
Writing Fluency: Clear, Concise, Correct **15 pts.**	Demonstrates skillful writing fluency, exhibits few or no grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person, tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is unclear.	Writing is not fluent.
APA Format and In-Text Citations **15 pts.**	Sources are cited correctly in the document and on the reference page.	Sources are cited, but there are a few errors in the format.	Sources are cited, but there are several types of errors in the format.	Some of the sources are not cited and/or there are numerous types of errors in the format.	Sources are not cited at all.

Rubrics are subject to minor changes. Students will be notified if changes occur.

Student Model #1: Rhetorical Analysis

Running Head: FAA USER FEES   1

Rhetorical Analysis on FAA User Fees

Thomas Georges

University of Texas at El Paso
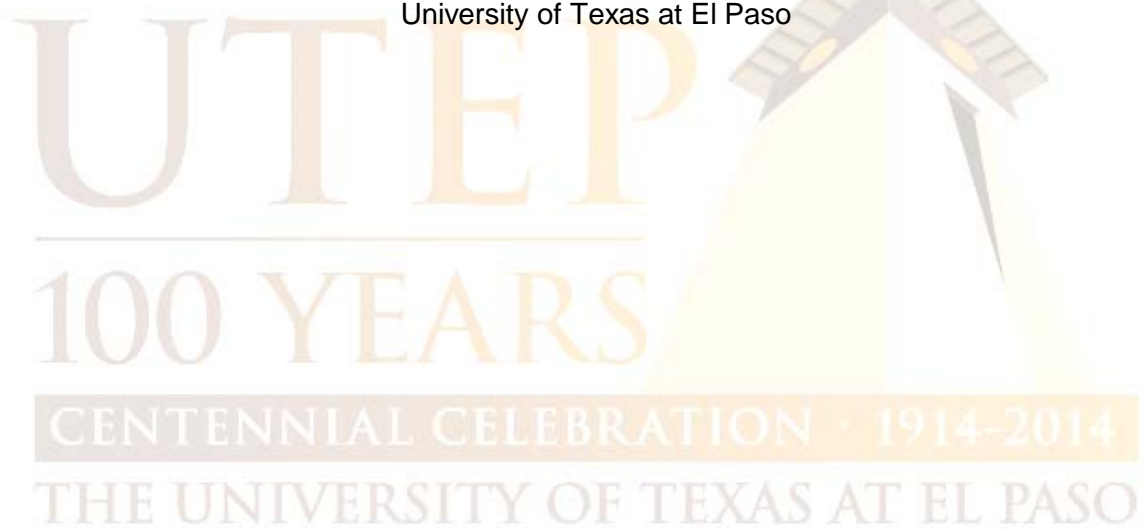
FAA USER FEES   2

Rhetorical Analysis on FAA User Fees

The Federal Aviation Administration (FAA) is the governmental agency that controls all of the aviation industry here in the United States. This agency has say over all aircraft flying through the sky, all aircraft being made, and all areas regarding aviation. Here recently, this agency has wanted to implement fees that would be placed on people who use the different services that are available for aircraft flying through certain areas. This would directly impact the aviation industry in a very negative way. J. Mac McClellan, former editor and chief of Flying Magazine and writer of this article, argues that there should not be any new user fees implemented, but keep the ones that we have in place now.

J. Mac McClellan has an incredible amount of ethos backing him in anything that he writes for Flying Magazine. In this article, he has an exceptional amount backing his argument because of his background in the aviation industry. Mr. McClellan has been an Airline Transport pilot for over 40 years now. He has seen and flown every major type of aircraft in the skies today. In addition, he worked for the FAA for 8 years. He was one of the major contributors to the idea of putting taxes and little things that get used in the aviation field everyday, such as fuel and oil. Finally, he is the editor and chief at Flying Magazine and has been writing articles for the aviation industry for more than 35 years of his career. All this adds up to give him an incredible amount of credibility when it comes to the aviation industry.

The logic that Mr. McClellan uses in his argument is very strong and has quite a bit of support. As stated earlier, Mr. McClellan worked for the FAA in areas that had to do with the budget and taxes implemented on users. This alone brings a tremendous amount of support to his argument because of his knowledge in the area and expertise. Also, he uses quotes from the president of the National Business Aviation Association (NBAA), Ed Boles, and uses information from their research and knowledge to support his argument. The NBAA has been fighting these user fees just as much as everyone else because if these fees were to be put into

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place, it would affect them more than anyone. Mr. McClellan knows this and uses their

information for his argument because he knows that they of all people would have looked into

this from every possible angle.

One might think that Mr. McClellan would have a bias on this area that would make him

sway to the side of the FAA because he used to work for them, but this is not the case.

Because of his background as a long time pilot, he knows the side that does not want these

fees better than the side that wants to implement them. This makes his argument even stronger.

If anything, his bias would be with the pilots and owners that are fighting the FAA as much as

they can. His argument is very strong and has much support from many different sources that

makes this a very good article.

Mr. McClellan uses pathos in his article, but it is very subtle and can be very hard to pick

up from someone that is not from the aviation industry. His use of pathos is in the facts that he

brings up in the article and in the explanation of his argument. "I think general aviation should

fight to keep the fuel tax as the method of paying our share even if the fuel tax must increase"

(McClellan, 2006). This quote shows some emotion towards the pilots and owners in general

aviation and that they should fight against the FAA. He also states that the airline industry is

siding with the FAA in this area because they think that the general aviation side of the industry

does not pay enough for the services that they use. This would get an ordinary pilot emotionally

involved because we know that it is completely false. All the airlines want is a cheaper way to

conduct business and to get rid of general aviation to make way for more airline flights. This

gets every pilot, including myself, very upset and wanting to fight these false accusations. Mr.

McClellan uses this emotion to gain support for his argument. He uses this emotion several

different times throughout the article.

Mr. McClellan does a very good job writing this article. It has more than enough support

from several different sources, including himself, and he uses emotions to gain even more

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support. This article is one that would be good for every pilot to read. Not only does it state the

problems we are facing in regards to user fess, but also it explains how to get ourselves out of it

and states many facts that he has researched. The FAA has no ground to stand on when it

comes to implementing these new fees. They know that it would have an adverse effect on the

aviation industry, but they are more concerned with their budgets than the people that matter

the most. Mr. McClellan recognizes this and uses it to support his argument.

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Student Model #2: Rhetorical Analysis

Running Head: EL SEGUNDO BARRIO   1

Rhetorical Analysis of *El Segundo Barrio, Cradle of the Chicano Movement*

Angelina Montalvo

University of Texas at El Paso
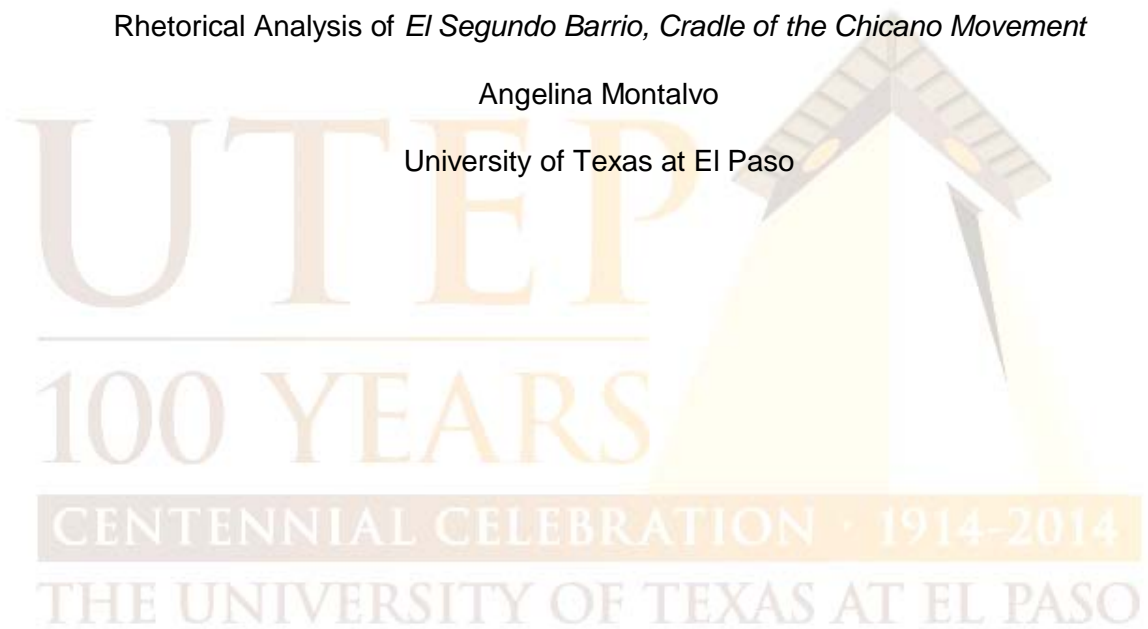
EL SEGUNDO BARRIO   2

Rhetorical Analysis of *El Segundo Barrio, Cradle of the Chicano Movement*

El Segundo Barrio, Cradle of the Chicano Movement by Joe Olvera is an opinion article

expressing his thoughts on revitalizing historic El Segundo Barrio. He uses the rhetorical

strategies of pathos, ethos and logos to argue his concern for El Segundo Barrio.

Olvera opens his article with a mostly ethos paragraph, appealing to past Chicano

writers and giving a glimpse of his childhood. His uses phrases like "I don't think the ghosts of

our literary heroes are pleased at all" to invoke pathos upon the reader to feel uncertain and

wanting an explanation as to why Olvera would make such a statement.

Olvera even quotes a Chicano writer to raise even more pathos on the matter referring that the

only real Chicanos come from El Segundo Barrio. Logos was used in the opening paragraph

somewhat as well explaining that the Chicano poet he quoted did not even live in El Segundo

and that the poet had actually been born in New Mexico.

The second paragraph opens with another strong pathos statement again declaring

"Today, other literary heroes of ours must be turning over in their graves, because they've heard

about the revitalization plans which outsiders have brought to the table." (Olvera, 2006). Olvera

then supports this statement with another pathos sentence explaining the "outsiders" are angry

because their plans were not accepted by the residents of El Segundo Barrio.

The next portion of Olvera's article opens with some degree of logos because he is

talking about another artist and gives a brief explanation of that artist's works. Olvera cadences

that opening logos sentence with more pathos, in a condescending way, saying that he

believes that Tony Burciaga would have already painted a mural expressing the issue of

revitalization in El Segundo Barrio. It is also briefly mentioned that Burciaga was a native of El

Segundo Barrio. Some logos are presented again with Olvera providing a short background on

one of Burciaga's paintings involving a group of Chicano heroes. Olvera then resorts to pathos

again to express himself declaring Burciaga would not be supportive of the revitalization plan.

EL SEGUNDO BARRIO   3

The following paragraph is more intricate with the rhetorical strategies of pathos and logos. He is providing some facts and background while still invoking pathos in the reader. The best example of this from this paragraph is when he discusses "the three giants" of Chicano Literature having been around El Segundo Barrio since a very early start in its modern development. Olvera then proceeds to list events that those literary artists had experienced but carefully chooses events to list from El Segundo Barrio's history that were heart wrenching and trying times for the residents. He does this to use pathos to make the readers feel concerned for El Segundo Barrio instead of blatantly trying.

The fifth paragraph is similar to the previous paragraph using traumatic historic events to exert a pull on pathos. Olvera sounds like he is being passive aggressive using the phrase "let's preserve" six times in another attempt in to focus on pathos. Logos is being manipulated here by suggesting historic buildings only are preserved helping lead him into the next paragraph where he states counter examples of what should not be preserved.

Olvera opens the next part of his article with a rhetorical question that depending on the reader can raise logos or pathos. He follows up the rhetorical question with a logos statement saying a large amount of the buildings are rat infested and overrun with cockroaches. Olvera asks another rhetorical question but using pathos to make the reader fear for the safety of the residents because he questioned whether the buildings that are ruled by drug lords should be preserved. He even takes his pathos a step higher by using children as a tool for pathos saying the drug lords use the children as mules for their work. This process is repeated the next sentences using a rhetorical question to lead into a pathos sentence but this time pointing out gang violence getting in the way of children going to the Armijo Recreation Center. Olvera chooses to end this very pathos heavy paragraph with more of a passive aggressive approach to pathos saying " Oh, yes, gangs still control and create mayhem against children, youth,

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adults, abuelitos y abuelitas. That part of El Segundo hasn't changed, although some people

would like for us to believe that it has changed. But, no!" (Olvera, 2006). Emotions were clearly

not held back in this sentence so the reader without a doubt knows Olvera's feelings and

position.

The next paragraph again relies on pathos and logos primarily but switches more on the

logos side with a pathos undertone. Olvera uses historic facts again to build his argument and

chooses diligently which facts to use to invoke the pathos to keep the reader still filled with

passion for El Segundo's cause. Yet again, like his previous paragraphs Olvera chooses to end

with an intense pathos statement saying in the old says Chicano's could only live in El Segundo.

Olvera's closes his article following pathos like the rest of his article pulling on the

reader's heart strings by using racism and discrimination issues to make the reader sympathetic

towards El Segundo Barrio. He even goes as far to say that El Segundo Barrio never turned

anyone away; another passive aggressive attempt to stir the reader's emotions. The last

sentences tone down though and try to make El Segundo Barrio sound more people friendly

talking about grandmother's watching their grandchildren playing and calling El Segundo Barrio

the "cradle of the Chicano movement." Ending with one last rhetorical question that is

deceptively kind asking "Yet, a new playground for the children would be nice. Wouldn't it?"

(Olvera, 2006).

Overall Olvera's article did not have a strong sense of ethos because he did not provide

sources for all of his facts. Since his article used the rhetorical strategy of pathos

overwhelmingly, his ethos is affected because Olvera could easily be blinded by all his passion

and emotion he put into his writing. Olvera's credibility is doubtful and should not be taken as a

serious informative article but rather a heartfelt piece on his standpoint on revitalizing El

Segundo Barrio.

EL SEGUNDO BARRIO   5

Reference

Olvera, J. (24 July, 2006). El Segundo Barrio, cradle of the Chicano movement. *Newspaper*

Tree. Retrieved from http://www.newspapertree.com/opinion/1007-el-segundo-barrio-

cradle-of-the-chicano-movement).

<u>Exercise #1: Student Model Evaluation</u>

Evaluate the student examples using the **<u>rubric</u>**. Then respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Rhetorical Analysis? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Rhetorical Analysis did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your analysis?

Exercise #2: Thinking About the Rhetorical Analysis

At first, learning the difference between the rhetorical appeals of logos, pathos, and ethos may be tricky, and it can be difficult to identify them as you are analyzing texts. The following activities are designed to help you become more comfortable conducting rhetorical analyses in preparation for this assignment.

Annotated Analysis

The analysis below was annotated to show in-text examples of the rhetorical appeals and prepare you for the in-class activity that follows. Read the analysis carefully, noting the in-text annotations that identify examples of rhetorical appeals.

Stopping the Violence in Juarez

Imagine that your family is celebrating the college graduation of your daughter. She is the first in your family to graduate from college, so this is a very special occasion. Many relatives and neighbors are present to help celebrate your daughter's accomplishment. Suddenly, the door is crashed open and five armed men burst in. They start randomly shooting at the people and shout that "this is what you happens when you don't cooperate." Fortunately they leave quickly, but not before many innocent people are killed and wounded. Your daughter is one of those fatally wounded in the attack. How would you feel if this happened to you? Would you want someone to do something to stop this? **[This paragraph is an example of pathos. The author imagines a dramatic incident and uses words and phrases like "your family" to connect you as a reader emotionally to the piece.]**

This is an example of the violence that has been happening in Juarez for many years now. Drug cartels are fighting among themselves for control of valuable drug running corridors into their market, which is the United States. The number of people killed in Juarez is in the thousands every year, or "Eight murders a day," as one documentary was titled. This is best illustrated in the picture on the right, which shows the result of one day's violence in Juarez. These criminal elements have also found that there is money to be made in other ways, such as by kidnapping and extortion, and that the local law enforcement agencies are not able to do anything about it. Often times the police officers have been corrupted by bribes or coercion in order to help the drug cartels move their products to market. Even when these criminals are in prison, the public is not safe, as when recently prison officials were found to be allowing inmates to use prison vehicles and prison resources to conduct hits for their crime bosses (Miroff, 2011, n.p.). **[The previous sentence is an example of ethos. The writer is using information from a reliable source, *The Washington Post*, to increase their credibility.]** All of this is to keep the money flowing into the cartels, and the amount of money involved is significant.

Money from illegal drugs and narcotics brings in billions of dollars to the cartels. Kilmer, B., Caulkins, J. P., Bond, B. M., and Reuter, P. H. (2010) note that "Mexican DTOs [drug trafficking organizations] earn $1.1 billion to $2 billion from exporting marijuana to the U.S. and selling it to wholesalers across the southwest border" (p.19). **[Another example of ethos. Depending on the use, this can overlap with logos, because logos also deals with evidence. Information drawn from reliable sources can increase credibility or be used as evidence to support an argument.]** This figure does not include revenue earned from other illegal drugs. But what can be done to stop them? Perhaps a lesson from history is in order.

Merely prohibiting something by force of law does not stop anyone from getting something that is illegal, especially if it is something they were accustomed to having or that

they really want. For example, Mexico has some very strict gun laws, but the criminals still find ways to get weapons. These guns are necessary so the cartels can stay in business. Legalizing drugs has been proposed, but it may be years before that happens. In the meantime the killings continue in Juarez; something needs to be done now. I believe that we should to appeal to the conscience of the American people. I propose an internet public awareness campaign to make Americans aware of the harm caused by buying illegal drugs. They should be made aware that when they buy their marijuana or other recreational drugs, they are sending money to people who destroy lives. Drug dollars are used to fund murder, corrupt officials, and enable these thugs to carry out a campaign of terror, intimidation, extortion, kidnapping and violence against the citizens of Juarez. It will be necessary to change the pop culture image of recreational drugs as no big deal and expose it for the harm it is doing in Juarez. By providing the cartels with a market for illegal drugs, Americans approve of what the cartels are doing. Americans should spend their money on things that make our world better. Haitians are still rebuilding from the recent earthquake, and Japan is also recovering from earthquake damage. Supporting relief efforts for these people is noble and shows our concern for our fellow human being, but buying illegal drugs shows a callous disregard for the safety and well being of the citizens of Juarez. **[This paragraph is an example of logos. Here the writer presents their argument and a solution to a problem, providing a logical progression of ideas that lead the reader to possibly support the offered solution.]**

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Miroff, N. (2011, February 3). Mexican prisons failing to keep drug traffickers on the inside. *The Washington post.* Retrieved from http://www.washingtonpost.com

[Exercise #3: Classroom/Group Activity](#)

Get into groups as directed by your instructor. Read the following article giving critical attention to the rhetorical appeals (logos, ethos, pathos as well as any logical fallacies) that the author incorporates. It will be useful to annotate the article as you read. Additionally, you should look up the definition of any words that are unfamiliar. Not only will you learn new vocabulary, but you will ensure that you understand what the author is actually saying. After each group member is finished reading, discuss the answers to the questions that follow the article.

This opinion piece was written by college student Alex Lightbourne as a letter to the president, George W. Bush, at the time when he was campaigning to amend the U.S. Constitution in order to "define marriage as being between a man and a woman," which would nationally preclude the possibility of marriage for same-sex couples. The letter appeared in the New England College Review on June 24, 2005.

Dear President Bush,

On September 11, 2001, you made me proud of having voted for you. I, like everyone else, was filled with dread and fear that horrific morning. The strength you showed and your words to our country provided me with a great deal of comfort and surety. With great anticipation, I looked forward to your next and frequent appearances and statements that continued over the following weeks. They were always inspiring and profoundly appreciated as you kept us all abreast of any developments. Thank you for that.

I am writing this because I believe a couple of things about you. Athough we might not agree on every issue, I believe you to be a good man and one of character. It is known that you are a Christian, and, from what I can tell, I think sincerely so. I also believe you to be a man who is open-minded and willing to listen objectively to views that you may not share, as it is crucial to a healthy democracy as well as a practice of wisdom. If I did not believe this about you, President Bush, I would not take the time to write you as it would be an exercise in futility. I hope you will take a few minutes and hear me out.

For decades, black Americans were allowed to ride buses that the larger white society could ride. Of course, they were only allowed to ride in the back of the bus. Civil unions (in the few states that have adopted them) allow gay Americans to legally partner, but while the rest and larger heterosexual society marry, civil unions are tantamount to keeping gays at the back of the bus. Some of the common reasoning used to justify this disparity is that marriage is a sacred religious ceremony. That is true, but it is only half true. Marriage is also a governmentally sanctioned civil contract, which is afforded, among literally hundreds of other benefits, income tax deductions, insurance and medical rights - all of which are denied to millions of gay citizens. You have said in campaigning against legalizing gay marriage that we must "protect the American tradition of marriage," and that gay marriage will damage that tradition and its sacred nature. There is no doubt that the history of marriage has its roots in sacrament, but there are also many atheist or non-religious couples who marry without any regard for marriage as a sacrament. Have they ruined the sacredness or tradition of marriage? What does it mean to the idea of its sacredness when the divorce rate is at 50% (at the hands of heterosexuals by the way)? If you want to protect marriage, shouldn't you make divorce illegal? Same-sex marriage cannot damage the sacredness because that idea is held in the hearts and the love between the two that are married. Your neighbors'

divorce has not an iota of impact on the blessedness that exists in your marriage nor would it have any impact if two men or two women, whom you do not even know, get married.

On the other hand, I do agree with you that homosexuals hurt the institution of marriage - in one way. Due to the current legal and societal miasma of "othering" homosexuals in our country, many feel pressured to repress and hide their homosexuality; and under the duress of facing a lifetime alone and/or being negatively stigmatized as gay, many unfortunately opt to marry the opposite sex. This often leads to painfully devastating results in the marriage and family. As in my own case, there have been countless families broken up because one spouse finally reaches a point in his or her life where they can no longer live a lie, or where one spouse recognizes their own marital unhappiness because they are not fulfilling the needs of the gay spouse, or, in the worst case scenario, a husband or wife discovers that they have been the victim of infidelity, but all have the same result: the break-up of the marriage and family.

Traditions can be good. Unfortunately, if discrimination against any part of the American citizenry is inherent in a tradition, it seems obvious that such a tradition is out of sync with our American principles of equality and is an insidious social practice that only serves to maintain schisms in this land where *E pluribus unum*, "out of many, one," is the celebrated motto. This motto clearly indicates the acceptance of the inherent differences of individuals and ideologies that comprise our country and unites us as one people under the promise and guarantee of our Constitution, whereby we each have been endowed with equal rights, personal liberty and the right to pursue happiness. This is, of course, the case provided we harm no one else. How is anyone harmed by the marriage of two people of the same sex who love each other?

But President Bush, even in Christian terms, you may know that Paul writes in the New Testament that "man was not created for the law, but the law for man." He was speaking about one of the Ten Commandments - keeping the Sabbath Holy. The context of his comment was to explain that there was no condemnation to those who do not "keep it holy," because man was not a slave to the law, but contrariwise, the law serves man. There is an amazing resonance here with the idea that Americans do not serve the (supposed) tradition of marriage, rather the tradition serves man. Man is the master, not the tradition.

Actually, if there is one constant in the "American *tradition* of marriage," it is that marital laws have repeatedly changed. Age requirements, blacks, mixed marriages: have all been part of the changing laws of marriage and each change has broadened the sphere of access among the American citizenry. Age requirements have changed and vary from state to state. Blacks could not marry one another for decades in the U.S. After that changed, it was whites and blacks that were prohibited from marrying one another and would finally be sanctioned. There is nothing in the U.S. Constitution that defines marriage as being between a man and a woman.

During a recent news interview you said, "I believe a marriage is between a man and a woman." But that is exactly the problem; you "believe." Many citizens do not "believe" the same thing. So how do we as Americans define issues and determine controversies such as gay marriage except to weigh the issue against the principles of our Constitution? The test for a proposed amendment is: Does the proposed law protect and expand civil rights to include all equally, or will it violate and preclude the civil liberties of

others? Amendments to our Constitution have historically protected and broadened access to civil liberties to minority groups in our society that the larger society is afforded. Amendments protect the minority from being marginalized, left out, and unequal with the majority rule and have never been used to limit the scope of freedom. Legalizing gay marriage will not violate anyone else's rights. But as it stands now, the rights of gays are being denied because of the beliefs of others.

In order to further argue the case against gay marriage, it is often stated that the "tradition of marriage" is not solely for the purpose of uniting two people, but that it is about family - it is about children. This would exempt gay couples from falling under that definition because they are unable to naturally produce children on their own. But according to that reasoning, heterosexual couples without children, who cannot or will not have children, who do not wish to adopt children, should only be allowed that status of civil union.

Of course, none of the talk about "protecting the American tradition of family" is really what this is about. The real issue, as we both know, behind this rhetoric with its patriotic slant is the religious belief that condemns homosexuality. The framework of the separation of church and state is clear in the United States. Religious dogma can be used to control the lifestyles, behavior and morality of members within churches and other sectarian institutions, but not as legislative control over the population. Although in the minority, it cannot be justified that hundreds of millions - millions of Americans - are being denied civil rights because of the religious teachings and beliefs held by others. This is not constitutional. How can this be justified under our system of government? You do not have to agree that homosexuality is right, good or heaven bound, but you must agree with the principles of freedom and equality in this country where you are free to practice your chosen faith. The president is not elected to be Pope; he is elected to lead a secular institution wherein people are free to practice or not practice a religion.

Make no mistake— it is only because of fundamentalist religious activism that gays do not currently have equal rights. Ironically, after our forces were successful in removing the Taliban from power in Afghanistan, you publicly rejoiced that their people were freed from religious oppression with its fundamentalist interpretation of the Koran. But, we cannot have it both ways: freedom to believe in and practice the religion of our choice and, subsequently, deny the rights of others who do not believe the same way we do. True liberty and justice can have no double standards. Legally privileging religious beliefs over religious indifference is blatantly unconstitutional and un-American. This political hypocrisy will act as an insidious poison to the American way of life and justice system as a whole.

It must be remembered that the Bible was used by whites to justify the mistreatment of blacks (including slavery), and as a reason why whites should not marry blacks, racism, sexism and anti-Semitism. Astonishingly, there were not only large numbers of white Christians but even black Christians who opposed civil rights for African-Americans because of Bible-based religious beliefs. Now this same book is being used by religious conservatives to legally marginalize the civil liberties of gay citizens. Therefore, individuals who align themselves against gay Americans are the ideological children of those who opposed the Civil Rights Movement of Dr. Martin Luther King in the 50's.

President Bush, I have spent most of my adult life, including my teen years, in church and being a student of the Bible. I think that it is profoundly relevant to acknowledge,

according to the four Gospels, what Jesus said about homosexuality; and I quote, "   ." That is right: nothing (and it is not even one of the Ten Commandments). He never taught his followers to legislate or campaign against others' sins. He did say not to judge others. The only sin he consistently and harshly criticized was religious arrogance, specifically the self-justified, priestly judgment of others as sinners. Further, if God gave man free will, who is man to take away another man's choice? No virtue is gained without choice.

Another point that conjures insult and anger in the American gay community is that convicted felons, spending years or a lifetime in prison after committing the most heinous crimes, including the murder of adults, children or even serial murders, can and do get married often to women they do not really even know - while in prison! But a good, socially responsible, taxpaying American citizen cannot get married because he or she is gay. Despite the "don't ask don't tell" policy in our military, there are many gay soldiers fighting in Iraq right now, risking their lives (let alone those who may have actually fallen in battle) for our country, who cannot get married because they are gay - but Charles Manson and Richard Ramirez can. This is appalling, and it makes no rational sense.

Massachusetts is the first state that has legalized gay marriage. Despite the fact that, demographically, Massachusetts is predominantly a Catholic state, they did the right thing; they separated their personal religious beliefs from the laws that govern the commonwealth and legalized gay marriage. This seems almost poetic since it is the coast of Massachusetts where the pilgrims landed and settled after fleeing the governmentally imposed religious constraints and tyranny of England.

Must there always be someone in society that we marginalize? Let us make the final vestige of legalized discrimination a thing of the past. The lessons of our beloved country's own brief history show us that the American principles and ideals that comprise our constitutional laws always prevail over the enemies of discrimination or religious tyranny when they raise their hydra-head. The primary mark of one of the most nefarious periods in human history was the coerced adherence to religious creeds and morality. Let us show the world how reasoning according to our celebrated Constitution unifies a divided nation and that its sublime principles continue to forge through the last remaining crumbs of human repression of the Dark Ages, by which we can truly nurture the world with the glorious food of freedom. Lincoln's legacy was taking a stand for civil rights while uniting a hostile and divided nation. These are a few words Lincoln spoke at his inauguration as our 16th president: "We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break the bonds of our affection." Friends do not oppress one another.

President Bush, you have the same opportunity at a time when our country is also quite divided. President Bush, I ask you, invite you, challenge you to have the courage to be the next and last great president who champions minority rights. I am confident that the discourse that weighs gay rights against the precedents and principles of our constitutional laws will eventually prevail in granting them just as it has for women, blacks and other marginalized minorities. Will you be the one who takes an objective, non-partisan stand for the civil rights of these Americans?

Your fellow gay-American,
Alex Lightbourne

Group members should remember that analyzing an article is neither merely restating nor summarizing what the author has said nor is it agreeing or disagreeing with the author and taking a position on the topic. To help you understand how to identify the specific elements and/or strategies the author employs in order to be persuasive (whether effectively or not), discuss and answer the following analytical questions:

Appeals to Logos

1. How does the author support his argument?

2. Identify the points that the author makes, and describe whether or not they are argued reasonably/logically.

3. If the author has incorporated any logical fallacies, identify and explain them.

Appeals to Ethos

4. How does the author establish credibility?

5. Explain how and to what degree the author's appeal to ethos is or is not effective?

Appeals to Pathos

6. Identify and explain where the author attempts to make emotional appeals.

7. How did this article make you feel?

8. Explain how and to what degree the author's appeal to pathos is or is not effective?

Overall Analysis

9. Comment on the tone of the article. Does it change or is it consistent? What is the impact, especially in terms of audience?

10. Does the author include counterargument(s) in the article? Does he effectively refute the counterargument(s)?

11. Do you think this article is persuasive? Why or why not?

12. What do you think is the strongest aspect of this article? Weakest?

13. What unfamiliar words did you look up?

Exercise #4: Designing Your Rhetorical Analysis

When writing a rhetorical analysis, it is important to recognize that your analysis itself is an argument, which you need to effectively support. In other words, if you determine that the article you read is effective/persuasive, you need to be able to clearly and convincingly articulate the reasons that support your assessment in your analysis.

1. Read through your chosen article. After reading it once, read it again and annotate strengths and weaknesses.

2. List the major points that your analysis will make.

3. Develop and justify a logical order for these points.

4. Explain how you will transition from one point to another.

5. How will you introduce your analysis?

6. Describe how you will conclude your analysis.
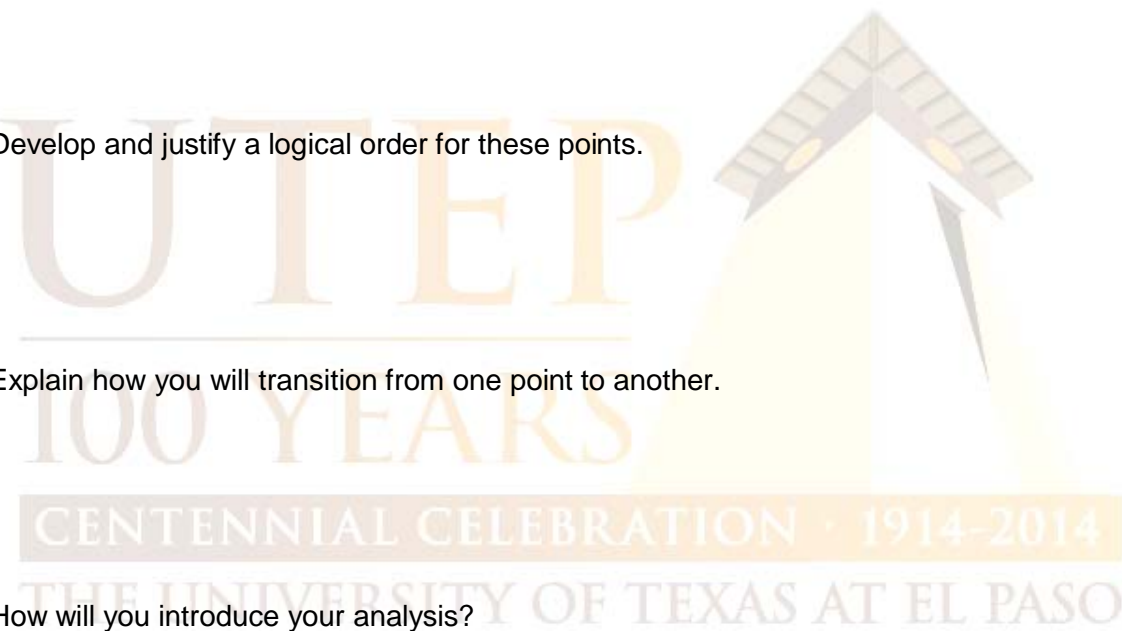
Exercise #5: Executing Your Rhetorical Analysis

Draft an introduction for your analysis. It should introduce the article you have chosen as well as outline the major points that you will use to support your analysis. Your analytical thesis statement should also be clearly expressed; it is usually the last sentence of the introductory paragraph.

Exercise #6: Peer Review for Your Rhetorical Analysis

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Describe the clarity of the introduction. How can it be improved?

2. Does the analysis meet the length requirement? If not, what needs to be done to fix that?

3. Describe the paper's discussion of ethos. How can it be improved?

4. Describe the paper's discussion of logos. How can it be improved?

5. Describe the paper's discussion of pathos. How can it be improved?

6. Evaluate the paper's conclusion. How can it be better?

7. Make one more suggestion for improving the paper.
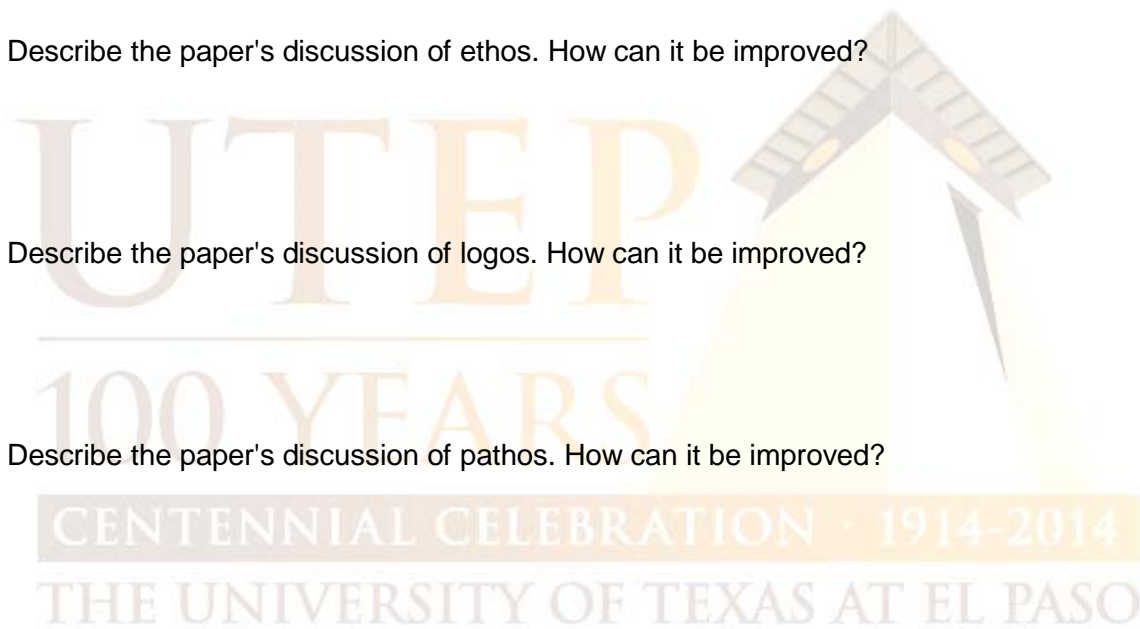
Exercise #7: Revisiting Your Rhetorical Analysis

1. What did you find most difficult about this assignment? What could you do to make it less difficult?

2. What do you think you did especially well? Explain.

3. What do you think is the strongest aspect of your work?

4. What do you think can be improved? How?

5. What grade would you assess for your work? Explain.

6. What did you learn that made an impact on you? It could relate to the assignment in general, the analysis, the topic, your writing, communication, etc.

7. Describe the attitude with which you approached this assignment? What impact did this have on your work?
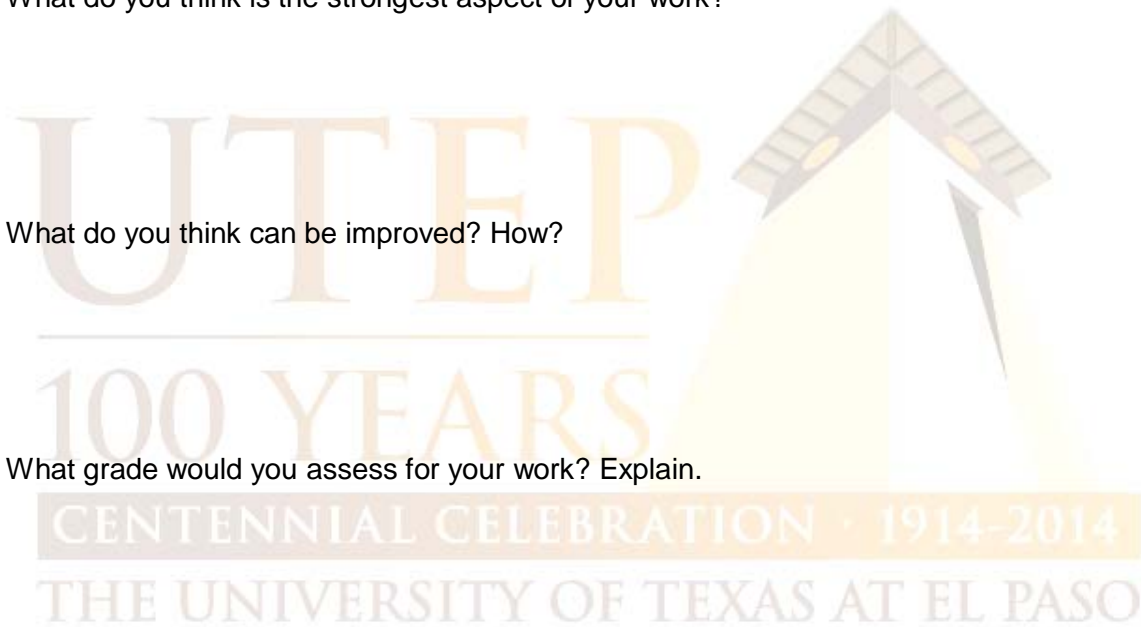
Exercise #8: Rhetorical Analysis Self-Evaluation

Now that you have submitted your final draft of the Rhetorical Analysis and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
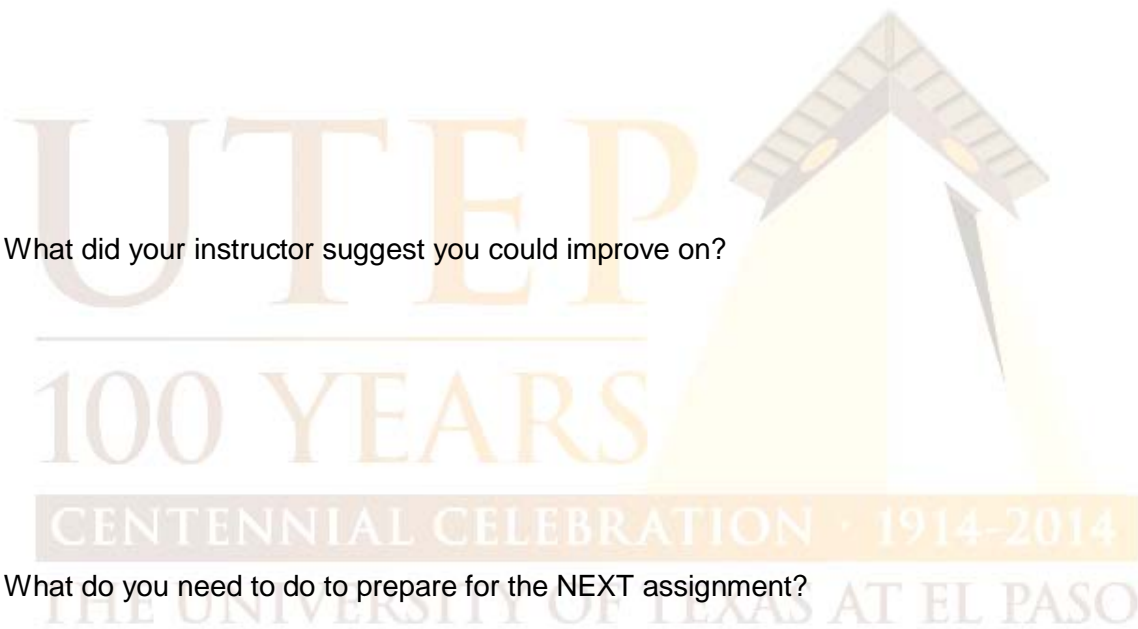
Writing to Analyze: Visual Analysis Assignment

The goal of a visual analysis is not merely to analyze *what* argument a visual makes, but to also analyze *how* the creator of that visual presents the argument. You will do this by analyzing the use of rhetorical strategies. Using a printed visual related to your community issue, and/or one your instructor provides, you will perform an objective analysis of the strengths and weaknesses in the visual's use of ethos, logos, and pathos.

Purpose: This assignment is designed to prompt you to identify the strategies that a particular visual argument employs. One of the reasons this is useful is that it requires you to examine visuals, which we often do not question or analyze, and identify the purposes and motivations behind their argument(s). This assignment closely resembles the Rhetorical Analysis assignment with the obvious difference that you will be applying the same skills to a visual artifact instead of a text.

Audience: Your audience will consist of your scholarly peers whom you may assume have only a casual familiarity with the issue and the visual that you are analyzing.

Content/Subject: Your rhetorical analysis will consist mainly of your analysis of the three rhetorical appeals of ethos, pathos, and logos.

> *Logos is concerned with the logic of the argument.* In considering a visual's use of logos, you will want to focus on issues such as how the visual is constructed. For this you will need to address the organization and writing of the visual. You might also discuss the medium, scale, and perspective.

> *Pathos deals with emotion.* Here, you should identify any attempts to evoke a particular emotion. The content of the visual, the use of color, as well as scale and perspective can be useful in addressing the visual's appeal to emotions. Finally, you will want to evaluate whether these strategies are effective in conveying the argument that the visual is advocating.

> *Ethos deals primarily with credibility.* You will want to examine the creators' reputations or authority, particularly if they represent an agency or corporation. These factors as well as the visual itself will either improve or detract from the visual's credibility and effectiveness.

Constraints: This is an analytical, academic assignment, and, as a result, your writing should reflect that. This means that your analysis should be written in an elevated and sophisticated style that makes use of correct grammar and usage. You should be sure to make a clear and precise argument as you analyze the rhetorical strategies employed in the visual that you are examining.

 Specific guidelines for this assignment are:

- Clear introduction and conclusion.
- Address all three rhetorical appeals: ethos, pathos, and logos.
- Address the issue of audience.

- Adherence to APA format (including a Reference page).
- 3-5 pages in length.
- Attach a copy of your visual to your analysis as an appendix.
- Correct grammar, punctuation, and spelling.

Do

Incorporate examples from the visual in order to analyze the effect.

Focus on the use of ethos, pathos, and logos in an artifact.

Follow APA style formatting as detailed in Chapter 4 of the Guide.

Do not

Offer your opinion on the issue or try to refute the author's thesis.

Merely write a summary of the artifact.

MHG Reading References

Writing to Analyze

This chapter helps you set your writing goals as well as to understand the purposes and processes for writing to analyze. Pay special attention to the **Rhetorical Considerations in Analytical Writing** and **Learning the Qualities of Effective Analytical Writing**.

Genres Up Close: Writing a Visual Analysis

This section provides an example as well as some good questions for analyzing a visual argument. Use the questions to help generate ideas for your analysis.

Using the index

Use the index to find more information about the type of visual you are analyzing. Under the entry "visuals," you will find references to information on diagrams, photographs, bar graphs, educational posters, and so on. While the information is brief, it may give you more ideas for your analysis; and, the more ideas the better!

Using Strategies that Guide Readers

This chapter will guide you through some of the basic principles of good writing, such as creating a thesis, writing paragraphs, and so on.

Assessment Rubric for Visual Analysis*

CATEGORY	A	B	C	D	F
Analysis **30 pts.**	Specific, developed analysis and insightful observations	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undeveloped analysis.	Analysis is sparse and lacks insight.	No relevant analysis and insightful observations made.
Supporting Details **20 pts.**	Support information is related to analysis and relevant to the claims about the topic/subject.	Support information has minor weaknesses relative to analysis and/or relevance to the topic/ subject.	Support information has major weaknesses relative to analysis and/or relevance to the topic/ subject.	An attempt has been made to add support information, but the claims were unrelated or confusing.	Support information irrelevant or not found.
Focus **20 pts.**	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	No analytical focus found.
Writing Fluency: Clear, Concise, Correct **15 pts.**	Demon-strates skillful writing fluency, exhibits few or no grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is	Writing is not fluent.
APA and Documenta-tion **15 pts.**	Sources are cited correctly in the document and on the reference page.	Sources are cited, but there are a few errors in the format.	Sources are cited, but there are several types of errors in the format.	Some of the sources are not cited and/or there are numerous types of errors in the format.	Sources are not cited at all.

Rubrics are subject to minor changes. Students will be notified if changes occur.

Student Model #1: Visual Analysis

Running Head: MURAL ANALYSIS   1

Visual Analysis of a Mural

Angelina Montalvo

University of Texas at El Paso
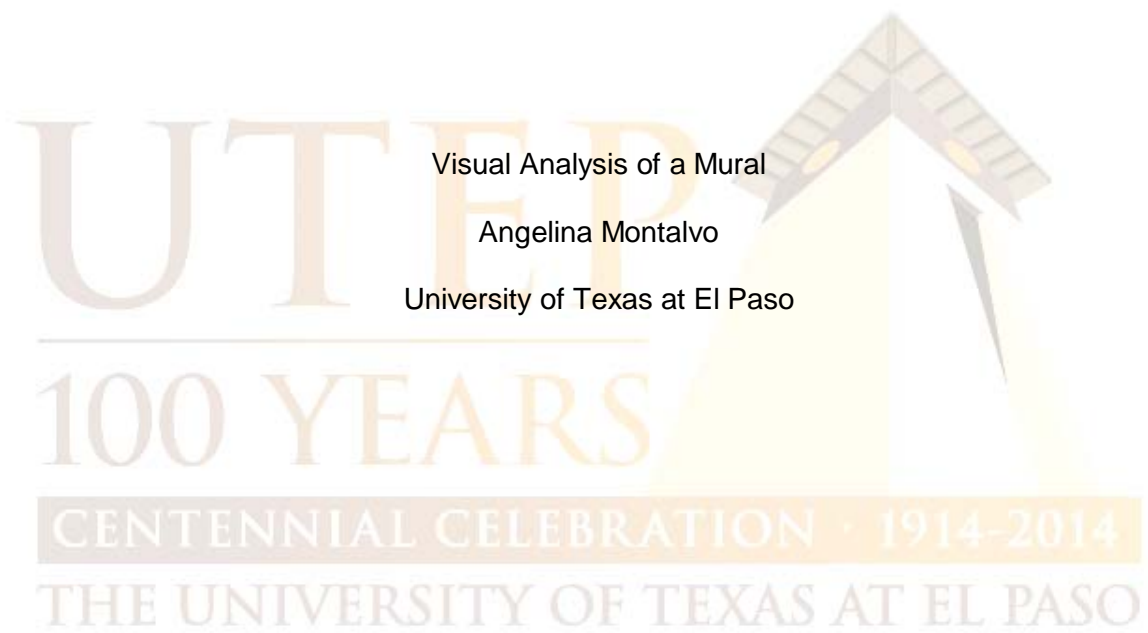
MURAL ANALYSIS   2

Visual Analysis of a Mural

The Catholic Church is perhaps the most unifying aspect of Segundo Barrio. Its

influence goes beyond its immediate communal area to even the City Hall where it is outspoken

in its efforts to bring neighbors together to participate in Segundo Barrio's re-vitalization plan.

The attached picture shows the painted wall of the Sacred Heart Church which in its own

respect symbolizes the Church's efforts to bring citizens together. To get a better understanding

of the implications of this mural, we will delve into the rhetoric devices that come into play.

By far, the mural's strength comes from its emotional appeal. Immediately, our eyes are

drawn to the crucified Jesus, who symbolizes hope and faith for our suffering immigrant

community. Next to him, we see Our Lady of Guadalupe who shines her guiding light down on

the migrant who is carrying an older lady on his back. This act dramatizes the idea that the

earlier migrants struggled to get to this land. It says that sacrifice and suffering was put into the

foundations of our community. In the top right corner of the mural a famous religious icon and

symbol of the church, the Sacred Heart of Jesus, can be seen. The Scared Heart of Jesus is a

well known symbol for Roman Catholics and having this portrayed on the mural appeals

emotionally to many Roman Catholics. The mural also includes a few historical figures such as

Loretto Sister Magdalen Dietz, the founder of the Sacred Heart School, and Pancho Villa. Also

depicted in the mural is Father Harlod Rahm, an icon to the people of the neighborhood and

extremely active voice in El Segundo Barrio. Including Father Rahm in the mural helps add to

the pathos in the mural because another beloved and well known figure is included for the

observer to notice and recognize. These figures alone are emotionally insignificant, but when

paired with the portrayals of the "common" men, women, and children of the neighborhood,

there is a combined feeling of community. This blend of history and culture seeks to establish

the Segundo Barrio as a cultural and historic symbol of El Paso.

In this mural by Delgado there is some logical appeal present. Creating a theme of

MURAL ANALYSIS   3

cultural history for the mural is a logical choice with much thought behind it because it deals very

personally with El Segundo Barrio's more intimate past. Using the image of the early immigrant

struggling to get to this land sets forth the idea of there being a lot of struggling and sacrifice put

in its history. Having these images of El Paso's early history and culture on the murals of the

Church is another way of showing that that is what it is trying to preserve. Delgado also paints

certain parts of El Paso's history on the mural like the alligators that used to reside in San

Jacinto Plaza downtown in the 1890's to the 1960's. Those alligators were a huge part of El

Paso's history because they were a popular attraction for downtown El Paso. Also found in the

mural to the right of the crucifix, is an old looking plane dubbed the "Ochoaplane." This was also

a part of El Paso's history because the inventor of the Ochoaplane, Victor Ochoa once lived in El

Paso. Other than that though, it is not clear why the artist Francisco Delgado chose to include

the Ochoaplane in his mural. A faulty aspect about the mural's overall logic though is that fact if

someone is not familiar with the people or events he is portraying, the mural just appears to be

an unorganized piece of art. The only logical appeal it would have to someone who is unaware

is that it has some religious theme to it, and that is why it is painted on a church's gymnasium.

The credibility of the artist in this painting is quite notable. Delgado chose to paint

aspects of El Paso's history that most of the older citizens would recognize because they have

either grown up or lived here for so long, such as the ochoaplane and alligators. He also chose

to paint more recent and well known figures to El Segundo Barrio, therefore showing he has

some knowledge of the history of El Paso and of the El Segundo Barrio neighborhood. From an

ethical appeal, having the church sponsors this painting and allowing it to be painted on their

property shows how much of a political guardian role the church plays for its residents. The

church is constantly active in defending their parishioners and their homes from any change that

may harm it and its congregation

The constituents of the Segundo Barrio district are predominantly affiliated with the

MURAL ANALYSIS   4

Catholic Church. Therefore the Church is implicitly given the responsibility of preserving the

livelihood of its subjects. The Church plays a dominant role in against the downtown re-

vitalization plan and actively protests against the displacement of its residents. For that reason,

the Church, with the help of Francisco Delgado, designed and crafted this mural to represent

what would be taken away from El Segundo Barrio in the re-vitalization process.

MURAL ANALYSIS   5

References

Mural in snow. (n.d.) Retrieved from

http://www.pasodelsur.com/images/mural%20in%20snow.jpg.

The Ochoa Plane. (n.d.). Retrieved from

http://www.smithsonianeducation.org/scitech/impacto/graphic/victor/inventor_och

oaplane.html.

Student Model #2: Visual Analysis

Running Head: DIE BURGER ANALYSIS   1

Robert Smith

Visual Analysis of *Die Burger*

University of Texas at El Paso
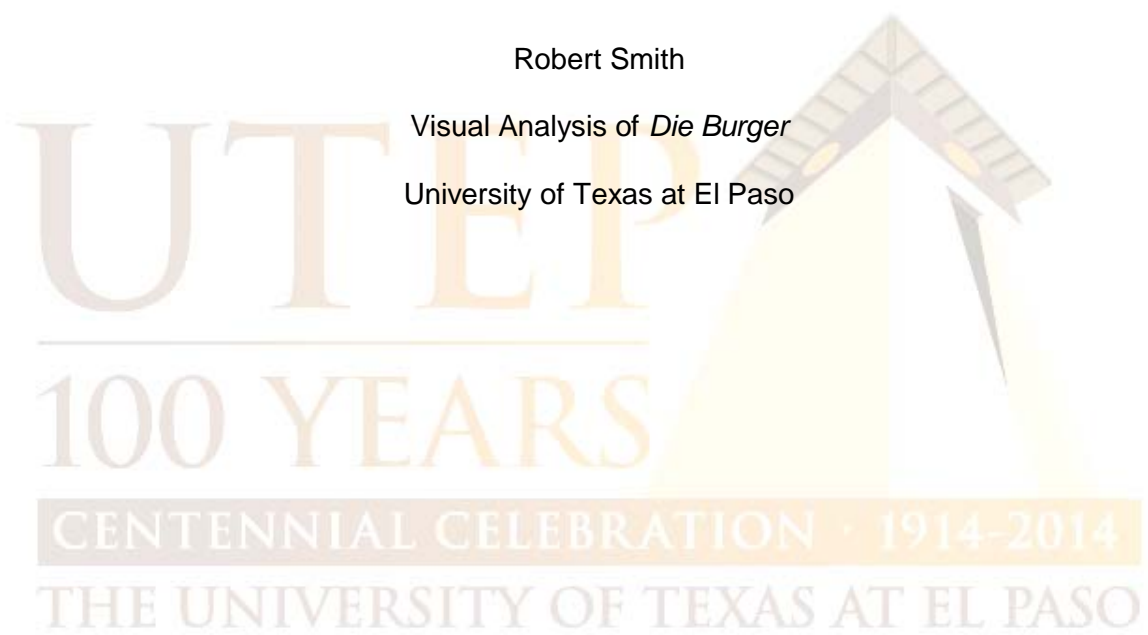
Visual Analysis of *Die Burger*

The image that will be analyzed here originated from a South African publication called *Die Burger.* This analysis will examine this visual image for the rhetorical elements of ethos, pathos, and logos. The intended audience characteristics, the purpose of the image, and the message it conveys and the strategies used by the author to achieve their purpose will also be analyzed. To help the reader understand some points being made about this image, another image will be included only with the intent to illustrate the author's rhetorical strategy.

Purpose of the Image and its Message

The image suggests that the author is using this image to make a commentary on the American presence in the Middle East. The US position for maintaining a military presence in the Middle East has been stated as bringing democracy and freedom to the people of the region. The image makes a different inference by showing US soldiers helping to erect an oil Derek, which it may reasonably be assumed that the author intends to show that despite words to the contrary, the real reason for being in the Middle East is for the oil. The author could also be implying that it is really big oil corporations that run our country and decide our foreign policy, not our elected leaders. This could also imply that the US government has been corrupted by lobbyists and corporate donors. It appears that by making this commentary about the US presence in the Middle East, that the author is trying to persuade the viewer that this point is valid.

Audience Characteristics

Since this image is making a political commentary, it is likely to be targeted at those who 1) are interested in world events, 2) are of college age to middle age, about 20 to 50 years of age, 3) are primarily middle class with a college degree or at least some college level education and 4) are those who hold a similar point of view.

Ethos

The element of ethos in this political commentary is subjective. Since the commentary makes an implication that the US is in the Middle East for other than stated reasons, and this has not been categorically proven at this time, then the ethos is subjective in quality rather than objective. Therefore, it might be more credible with conspiracy theorists than with an objective audience.

Pathos

Depending on the audience, the image might have different effects. A member of the military or a veteran of Iraq and Afghanistan might be offended by such a portrayal of their service because it implies that they are really serving big oil companies rather than their country. This would be offensive to patriotic Americans who feel the reason for our Middle East presence was determined by the events of 9/11 and not by an oil consortium mandate. Observers from the Middle East may feel justified about opposing a western presence because the image reflects their perceptions of the real motivations of the west. The same emotion could be created in those who are suspicious of the intentions and motivations of the US in the Middle East, and the integrity of the US government in general.

Logos

The author is asking the viewer to accept facts that are not yet in evidence, therefore their logic can be described as subjective. Since history has not written the final chapter on this episode of our history, it must be conceded that the future may yet validate the author's message. At the present time, however, the quality of the logic in this image is questionable and appears more like an appeal to faith. It would be logical to use this type of image as a starting point to create a conversation about the US in the Middle East.

Strategy

DIE BURGER ANALYSIS   4

The image here is controversial because it builds on another famous image in US history, which is the picture of the Marines raising the flag over the summit of Mount Suribachi. The campaign to take Iwo Jima was very costly in terms of US casualties, and the picture inspired the observer of that time to believe that the war will soon be over despite the determined resistance of the Imperial Army of Japan. The Marine picture has also been used to show that good ultimately triumphs over evil and the rightness of our cause. This image builds on this icon of US history by using elements from the Marine photograph and transforming them into visual commentary on US involvement in the Middle East. This can be an effective strategy if the observer has knowledge of the Marine photograph and what it means. This should not be a problem since the Marine photograph is so well known and because the intended audience is an educated audience, the possibility of the audience being unfamiliar with this picture is small.

The soldiers are erecting the oil Derek instead of the flag, and given the well known WWII image that it uses, it very effectively creates a commentary that the US is in the Middle East for the wrong reasons, or at least for different reasons than we were told in the official story line. The weakness of this strategy is that it creates offense by appropriating a US historical icon and turning it into an anti-American statement.

DIE BURGER ANALYSIS   5

Figure 1.

Figure 2.

Exercise #1: Student Model Evaluation

Evaluate the student example(s) using the rubric and respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Visual Analysis? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Visual Analysis did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your analysis?

Exercise #2: Thinking About Your Visual Analysis

1. Describe the genre conventions of your visual.

2. What are the advantages of your visual's genre?

2. What are the disadvantages of your visual's genre?

3. Describe your audience's expectations of this genre.
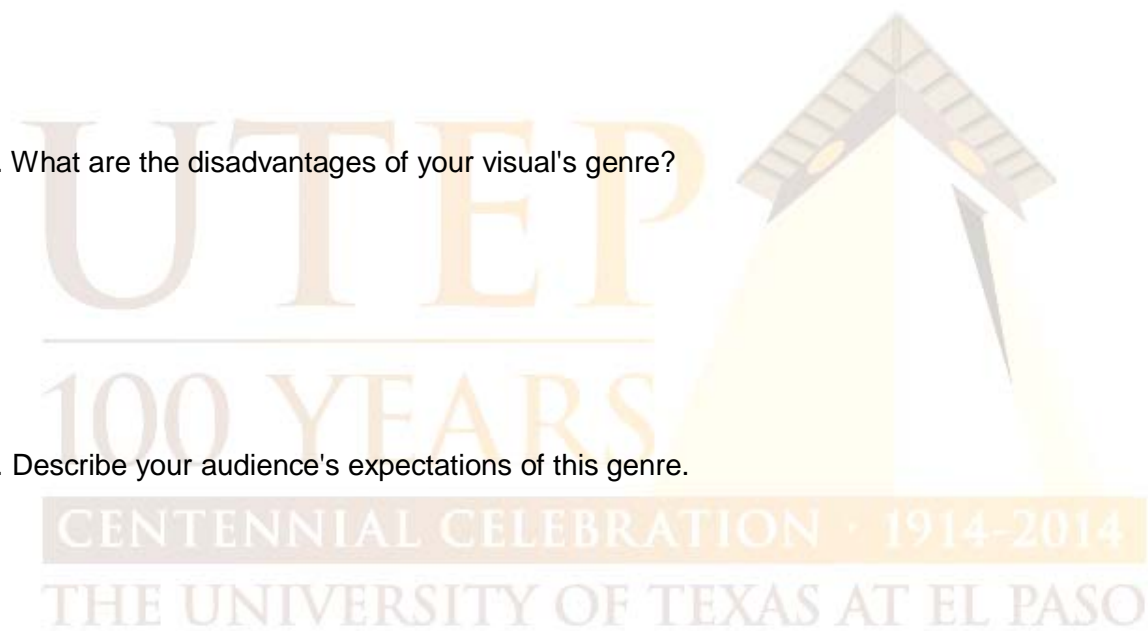
Exercise #3: Designing Your Visual Analysis

1. What is the value of conducting an analysis?

2. Why should we analyze visuals?

3. What factors will you consider when addressing ethos within a visual?

4. How will you look for the use of pathos in a visual?

5. What types of issues in a visual represent issues of logos?

6. What factors will you need to consider in analyzing a visual that you would not need to consider for a text?
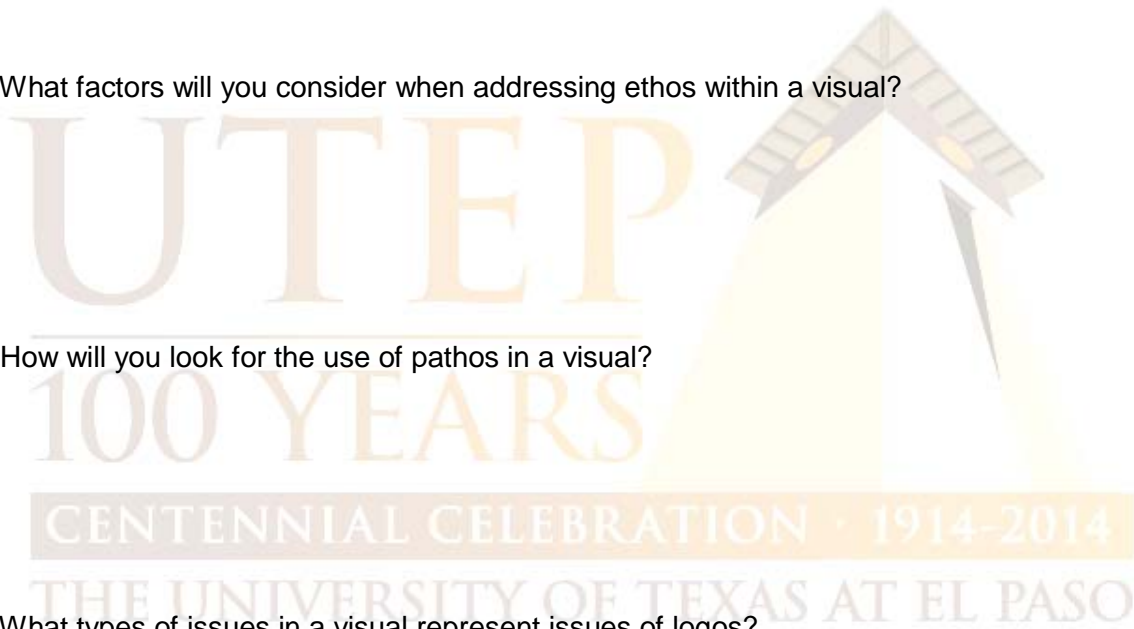
Exercise #4: Executing Your Visual Analysis

Use the following questions to guide the analysis of your visual.

1. What is the visual's message? How do you know this?

2. In what ways does the visual appeal to pathos?

3. How does the visual use ethos to enhance its arguments?

4. How is the visual organized or composed (logos)?

5. What is the reason for this writing?

6. Evaluate the success of the visual in conveying its message.
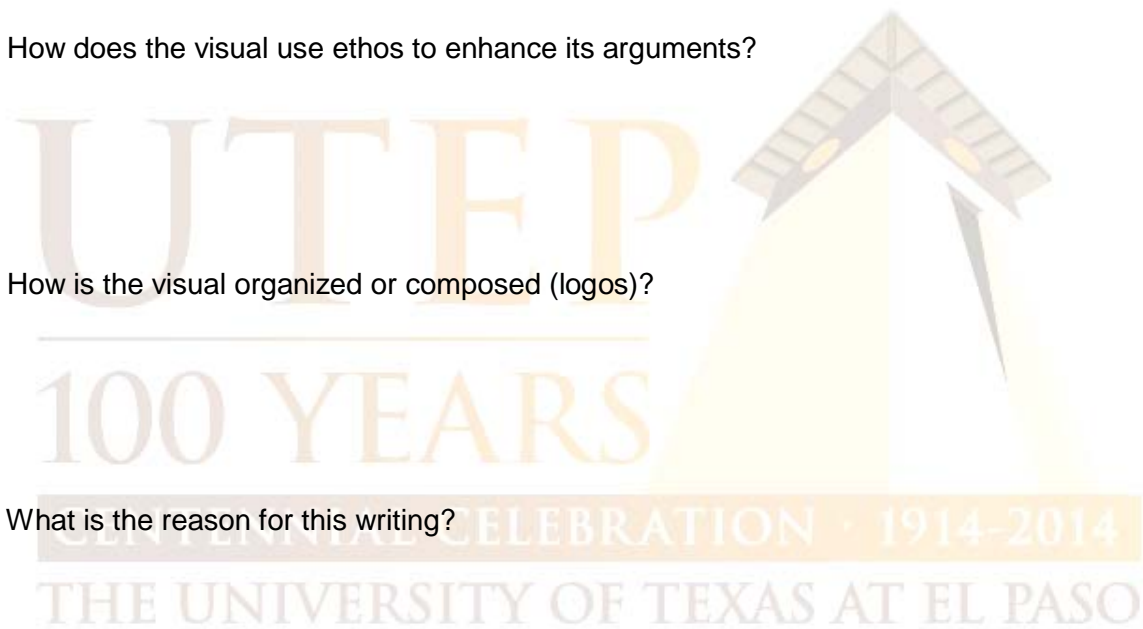
Exercise #5: Peer Review for Your Visual Analysis

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Describe the clarity of the introduction. How can it be improved?

2. Does the analysis meet the length requirement? If not, what needs to be done to fix that?

3. Describe the paper's discussion of ethos. How can it be improved?

4. Describe the paper's discussion of logos. How can it be improved?

5. Describe the paper's discussion of pathos. How can it be improved?

6. Evaluate the paper's conclusion. How can it be better?

7. Make one more suggestion for improving the paper.
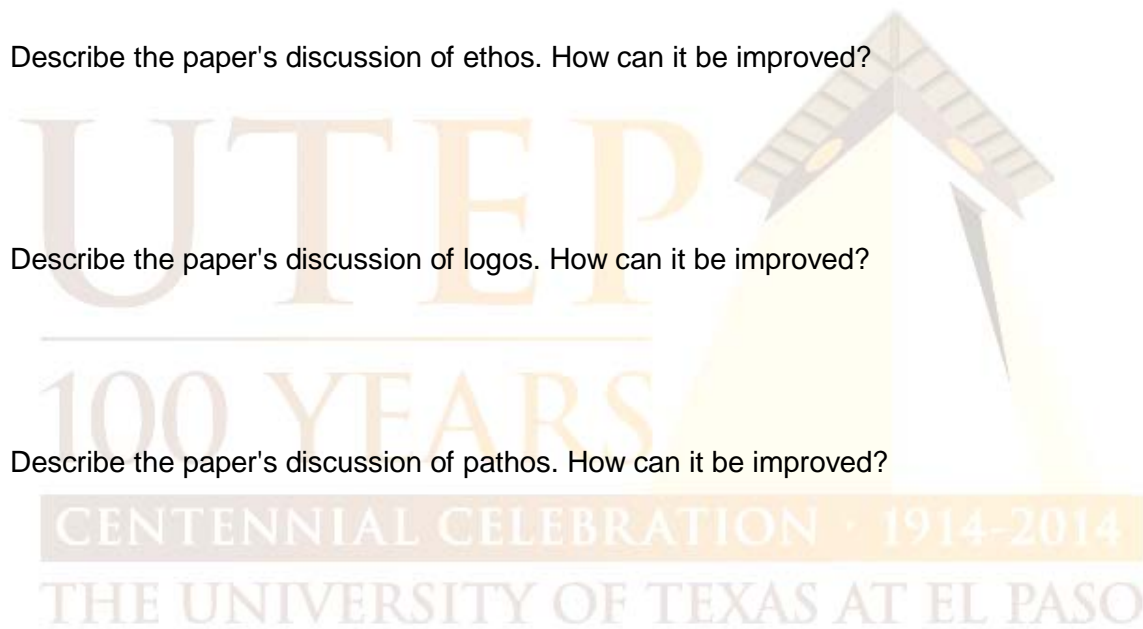
Exercise #6: Revisiting Your Visual Analysis

Using your visual analysis, write a detailed explanation for one of the following questions.

1. Examine one of the weaknesses in the visual that you analyzed. Explain in detail how you would redesign the visual to address that weakness.

2. If your analysis did not identify any weaknesses in your visual, explain what additional issues you should consider to make your analysis more thorough and insightful.

Exercise #7: Visual Analysis Self-Evaluation

Now that you have submitted your final draft of the Visual Analysis and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
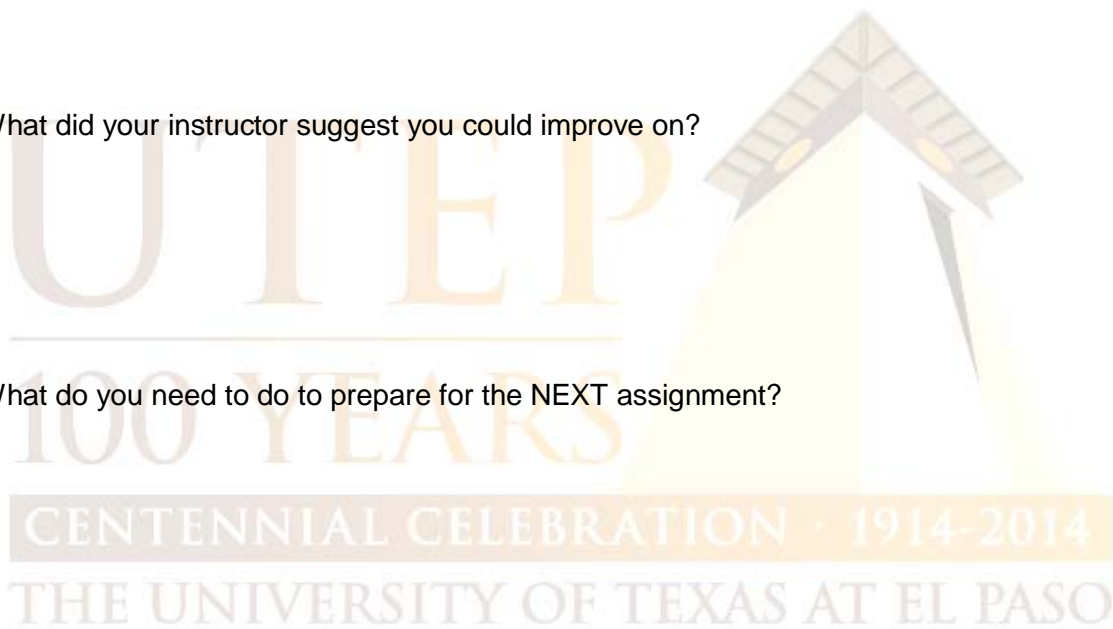
ASSIGNMENT #6: Annotated Bibliography

To prepare you for the next assignment, the Community Problem Report, you will need to do some research. One of the more useful tools in conducting research is the annotated bibliography. An annotated bibliography combines the citations found in the References list at the end of documents in APA format with annotations about each of the sources. The word annotation can have several meanings in a writing class, but for this assignment annotations are small summaries of your sources. For this assignment, you will construct an annotated bibliography with sources that help to engage the multiple sides to your community issue or problem that you have selected to focus on for the semester.

Purpose: An annotated bibliography is an organizing tool that is helpful when working on a research project. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source.

Audience: This assignment should be directed at your scholarly peers, and you may assume that they have only a casual familiarity with your topic or issue.

Content/Subject: Your annotated bibliography will consist of the sources that you have deemed relevant to your topic and/or question(s) of inquiry. While you may encounter sources that are not relevant or do not fit the scope of your project while researching, for the purposes of this assignment, you will only include the ones that you find useful and relevant.

Your annotations should generally contain the following elements:
- Citation of the source in proper APA format. The citations should be organized in alphabetical order by author just as in an APA References page.
- A brief annotation that summarizes the source (approx. 3-5 sentences). You may quote from the source, but do not copy and paste the abstract. Ideally, all of the annotation should be in your own words.
- A 1-2 sentence explanation of the source's relevance and importance to your issue.

Constraints: The annotated bibliography is a fairly rigid genre. Your citations must adhere to APA format. This will be one of the central components of the grade for this assignment. Failure to follow APA format exactly will harm your grade.

The annotations for each source should follow an academic style. This means that you must construct, with elevated and sophisticated language, correct grammatical sentences that effectively summarize what each source has to say. Additionally, you should explain how each source is relevant to the issue that you have selected and what it adds to your knowledge about your issue.

Specific guidelines to follow when completing this assignment are:

- 7-10 sources of various types (book, article, website, etc.).
- Sources focused around a narrowed issue or question of inquiry.

- Adherence to APA format for all citations and keep everything double-spaced.
- Sources in alphabetical order according to author.
- Thoughtful and complete annotations of 100-150 words.
- Correct grammar, punctuation, and spelling.

Do

Write concise annotations that summarize the source and mention key points.

Discuss how the source will assist in your research.

Keep each annotation between 100-150 words.

Do not

Offer your opinion on the issue or try to refute the author's thesis.

MGH Reading References

Finding and Evaluating Information

This chapter provides guidelines for researching online and using the library databases. It will assist you in determining the quality of the sources you locate.

Synthesizing and Documenting Sources

This chapter is useful for understanding plagiarism and how to avoid it. It will also help you with summarizing, quoting, and paragraphing, which will all be important to your annotated bibliography.

Genres Up Close: Writing an Annotated Bibliography and Review of Literature

Read this brief passage on the purpose of an annotated bibliography.

Assessment Rubric for Annotated Bibliography*

CATEGORY	A	B	C	D	F
Quantity of sources **10 pts.**	Document cites the number of sources outlined in the assignment.	Document is either one source under the required number of sources.	Document is two to three sources under the required number of sources.	Document is four to five sources under the required number of sources.	Document is more than five sources under the number of required sources.
Quality/ Reliability of Sources **20 pts.**	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy.	At least two sources cannot be considered reliable and/or trustworthy	Four or more sources cited cannot be considered reliable and/or trustworthy.	None of the sources cited are reliable and/or trustworthy.
Variety of Sources **20 pts.**	Excellent variety of sources; cites more than four types of sources.	Good variety of sources; cites four types of sources.	Adequate variety of sources; cites three types of sources.	Poor variety of sources; cites two types of sources.	No variety of sources; cites only one type of source.
Writing fluency of annotations 25 pts.	All annotations are grammatically correct, effectively summarize, and are well written.	Most annotations are grammatically correct, effectively summarize, and are well written.	At least two annotations are not grammatically correct, do not effectively summarize, and are not well written.	Four or more annotations are not grammatically correct, do not effectively summarize, and are not well written.	All annotations are not grammatically correct, do not effectively summarize, and are not well written.
APA and Documentation **25 pts.**	Citations are formatted correctly in the document.	There are a few minor formatting errors in the document's citations.	There are some major formatting errors in the document's citations.	There are many and/or frequent major formatting errors in the document's citations.	There is little or no adherence to APA format in the document.

Rubrics are subject to minor revisions. Students will be notified of changes.

[Generating Research Questions for the Annotated Bibliography](#)

One of the most important skills you will need to learn to have an effective Community Problem Report is researching. This skill can become quite daunting. Remember, research starts broad and becomes more focused as it continues, and you can expect some confusion in the beginning as disparate and seemingly unrelated information pops up.

Continuing the research, however, will provide you with an understanding of the topic that no one else will have. Once you understand the various positions that can be taken concerning your topic, you can then decide which area seems most promising to research further.

Research questions are an initial step in the research process because they allow you to take a closer, more specific look at your overall topic. The goal is to eventually focus your research on a very specific aspect of your topic that you can work with. Focused and unbiased questions at this stage in the process will help you get there. Research questions take on two forms: the preliminary and the focused.

Preliminary Research Questions
The first type of research and research questions are preliminary and often very broad because many of you do not yet know very much about your topics. This first set of preliminary research questions is meant to help you develop an understanding of the topic and the important conditions that exist within it. In your attempts to answer these basic research question you will inevitably begin to discover more about your topics, which will then allow you to move on to the second type of research questions.

Here are some examples of preliminary research questions:
• What is plagiarism?
• How common is it?
• What are people doing about it?

As you can see, these questions are very big and very broad, but they will help you to understand your topics better, which will in turn allow you to enter into the conversation with more ethos, or credibility. Remember, the preliminary research questions are not usually the research questions you will ask for your Annotated Bibliography, although some of them may be adapted to fit your Annotated Bibliography. For the most part, however, they are intended instead to help you develop more specific questions later on.

Focused Research Questions
The second type of research questions is much more focused than the preliminary research questions, and will help you develop your Annotated Bibliography. These questions will guide your research and help you create a more focused assignment.

You will be responsible for generating three to four questions. With your research questions focused, you can begin to effectively research sources that address the multiple sides to each of your questions. The sources will then be compiled into your Annotated Bibliography.

[Annotated Bibliography Part 1: The Primary or Dominant Research Question](#)

To begin the process, create a question that serves as the primary or dominant question from which all other questions stem (the Main One).

Example Primary Question: What is plagiarism?

This question appears to be a **Question of Definition**. It opens up the topic and allows you to begin thinking about how to proceed. You may now begin to consider the topic from several points of view:
• Why has plagiarism come about?
• Who is involved? (Consider all parties).
• When? (Time frames involved).
• Are there consequences of plagiarism?
• Where does plagiarism occur?

These are all possible thoughts and questions that naturally stem from the original question. Pay attention to the wording. Notice that the example primary question is worded very specifically; it does not reveal any specific bias that suggests we are for or against plagiarism. The question simply asks for an unbiased definition.

Research Questions #2, 3, 4: The Secondary Questions
Since our Primary Question has opened up the discussion and provided lots of possible avenues for research and discovery, we now have a wide range from which to create the subsequent questions. Remember the secondary questions should help to further explore your topic.

Example Subsequent Question (Question of Fact): Who participates in plagiarism?
This question falls under Questions of Fact because we are attempting to identify the specific contributors to this phenomenon. It is important to note that the question is objective and unbiased and will allow us to consider all of the relevant contributing persons or groups.

Example Subsequent Question (Question of Interpretation): Does plagiarism affects its victims?
This question falls under Questions of Interpretation because we are asking a version of: how are we to connect facts and definitions into a story that makes sense to us? This question is also an objective one that will allow us to compile a series of relevant effects that have been studied by experts, as well as effects you may be able to discover through primary research.

Example Subsequent Question (Question of Consequence): Are there social implications of plagiarism?
This question falls under Questions of Consequence because we are considering if there are social effects of plagiarism and if there are effects what are they. Again, the question is unbiased and objective because we will be able to examine many, if not all, of the possible implications of plagiarism, not just those of one side.
The above questions are only a few of the many questions we could ask concerning this topic.

Creating Unbiased Questions

As you may have noticed, the wording is extremely important to the questions you create. Ineffective wording will cause you to reveal a biased point of view, which will, ultimately, limit your research.

Here is an example of a BIASED question:

Why are kids choosing to participate in plagiarism?
The question is biased because it reveals that we believe only "kids" are responsible for plagiarism, when, in reality, plagiarism is an act being committed by all ages. This question will only limit our research because we will now be forced to find only research that shows "kids" as the culprits, severely restricting the scope and authenticity of our research.

Here is the same question asked in an objective way:

Who participates in plagiarism?
Now we can research and report on the common groups participating in this activity without bias. We can report on the various groups and provide data that suggests which groups participate more frequently and why, as well as research that can attest to why these groups participate in this activity.

Final Suggestion:
After devising your questions, you now have a much clearer focus from which to begin your research. You may want to come up with as many questions as you can initially, so that you can choose the strongest three or four to pursue. Conducting research on as many questions as you can devise will help you find multiple sources that will then allow you to narrow down your questions.

Annotated Bibliography Part 2: Submitting your research questions for approval

Activity #1: Research Questions

Using the topic you selected for your community issue or problem and using the helpful information provided above, develop four initial research questions that you would like to examine. **Your questions must be submitted to your instructor for a grade and approval. You are unable to continue with this assignment until approval has been given.**

The types of questions you may choose from are listed below. Remember to form complete sentences, and make your wording clear, concise, and objective – do not allow your opinion on your community issue or problem to be seen in your question. Once you have created the questions, label them according to what type they are.

• *Questions of Fact:* Questions of fact ask if something is true or exists.

• *Questions of Definition:* Questions of definition ask what something means.

• *Questions of Interpretation:* Questions of interpretation ask how we can make sense of something.

• *Questions of Consequence:* Questions consequences ask what the causes are and/or what are the results.

• *Questions of Value:* Questions of value ask something's worth or benefit.

• *Questions of Policy:* Questions of policy ask what should be done.

List them here:
1.
2.
3.
4.

Once you have created your initial questions, you must determine if the questions are objective and unbiased. Remember, your goal in the Community Problem Report (which this assignment is designed to support) is not to pick which side of the issue you agree with; instead, you must create questions that will allow you to compile quality research on multiple sides of the issue.

Answer the following questions to review the effectiveness of your initial questions:

Word choice: Does each question contain terminology that allows for an overall examination of the issue? Or, does the word choice clearly identify and support only one side of the issue? Explain your answers and revise your questions if necessary.

Research Viability: Does each question allow for a full examination of the issue, providing you with ways to discover various factors, motives, results, etc.? Or do the questions steer you toward only one possible outcome, thereby limiting your research? Explain your answers and revise your questions if necessary.

Taking notes on your sources

Once you have developed your research questions and have found sources that look interesting and relevant to your topic, you must begin to read through your sources to find out what they are saying about your topic and if they will be helpful when you begin to write your Community Problem Report. Because you will be reading a great deal of information on your topic, you will want to create a system that allows you to remember the main points of each of your sources. Earlier we said that the word annotation can have several meanings in a writing class, but for this assignment annotations are small summaries of your sources. The word annotate, however, can also mean to take notes on and have a dialogue with your sources while you read through them. When you annotate your sources you will be looking for the main points of the text.

Your instructor may provide you with an example of how to annotate a text, but here are a few points you should take note of as you read through your sources.

- The main point of each paragraph.
- If there are points in your sources that have you have previously read by a different author mark those and make connections.
- The statements you find interesting.
- The statements you disagree with.
- The statements you agree with.
- Vocabulary words you did not understand and needed to find the definitions to.
- The main point the author is trying to make throughout the article.

These points help you not only remember the material, but to be able to understand the author's main point.

Mastering the skill of annotating (taking notes on) a text will be helpful when you are reading through your sources as it will help you to remember the main points of the text. This skill can also help you in other classes where you are asked to read large amounts of material in a short amount of time.

Activity #2: Taking notes on a source

Your instructor may provide you with material to take notes on, or you may read the source below.

DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing, 19*(2), 191-204.

As you read through the article take notes on the article of:

- The main point of each paragraph.
- If there are points in your sources that have you have previously read by a different author mark those and make connections.
- The statements you find interesting.
- The statements you disagree with.
- The statements you agree with.
- Vocabulary words you did not understand and needed to find the definitions to.
- The main point the author is trying to make throughout the article.

Your professor may ask to check your articles and review the annotations you are making.

Activity #3: Reflecting on your notes

Once you have finished reading and taking notes on the source, answer the following questions.

1. What was the main point of source?

2. What statements did you find interesting?

3. What statements did you disagree with?

4. What statements did you agree with?

5. Were there any passages you found confusing? If there were write them here and give your best understanding of it.

6. Were there vocabulary words you did not understand? If there were terms that you did not understand write them down with the definition you found.

In-Class Activity: Summarizing the Main Idea

Read the article below, take notes, and summarize each paragraph.

DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing, 19*(2), 191-204.

Summary:

1. What is the main point of the first paragraph?
2. What clues from the paragraph lead you to believe this is the main point?
3. What is the main point of the second paragraph?
4. What clues from the paragraph lead you to believe this is the main point?

Synthesis:
As you were reading the paragraphs did you take notes to help you remember what you read?
If you did, did your notes help you to understand the author's main point?
If you did not, do you think taking notes would have helped you to better understand the author's main point?
As you were reading the paragraphs what pieces of information did you find most helpful in determining the author's main point?

Remember that for your annotation you will be communicating to the reader the main point of the entire article rather than a few paragraphs, but starting with a few paragraphs at a time will help you to practice your summarizing skills, and will help you to remember the overall main point of your source.

Creating Annotations / Summarizing your Sources

Now that you have read through all of your sources, taken notes on each of your sources, and you know which sources will be most helpful in answering your research questions, you must create an annotation or summarize each source.

Summary: In your own words stating the author's main points.

Look back to the notes you made on each of your sources and refresh yourself with the author's main points. Construct 3-5 sentences that state what the source was about. The summary should be your individual interpretation of the author's work.

Remember copying and pasting information directly from the abstract and or copying words from the abstract and moving them around is considered plagiarism.

Activity #4: Summary

Summarize one of your sources in the space provided below. You can repeat this for each source. Use the following format:

APA Style Citation:

Summary: Consists of the genre of the sources, author, article name, thesis or claim, main points and concluding information. Make sure that the summary is in your own words.

Main Idea:
Main Point:
Main Point:
Main Point:
Main Point:

Plagiarism

For more information on plagiarism read:

DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing, 19*(2), 191-204.

Your instructor may have you answer these questions after you read the article.

Example guiding questions for DeVoss & Rosati (2002):

Summary
• How is thinking of plagiarism as "patchwriting" or "kidnapping" different than thinking of it as theft?
• How may asking a student for a "correct" and/or "original" written product result in plagiarism?
• How has the Internet made plagiarism easier and more tempting than it may have been before?
• What do DeVoss and Rosati mean by the term "intellectual property"?

Synthesis
• What parallels can you make between DeVoss and Rosati's discussion of popular music (mixing, scratching, sampling) and our previous discussions of academic writing?
• The authors offer many suggestions for how writing instructors might teach effective research techniques which would result in students understanding and avoiding plagiarism; how can you implement several of these suggestions as you do research for the Annotated Bibliography?

Activity # 5: Synthesis

Synthesize the source you summarized in Activity #4 by answering the questions below. You can do this for each source you use. This information will be useful when you construct the 1-2 sentences on how each source is relevant to your community problem or issue.

Which research question(s) does this source apply to? Explain your answer.

Once you have identified the potential research questions that may benefit from this source, try to get more specific.

What specific aspect of your research question(s) can this source illustrate and explain? Explain your answer.

Citations in APA Format

Remember the University Writing Center (located in the Library Room 227) can assist you with the citations of your sources. They have handouts, and guides that explain the rules of APA format.

You can also contact the University Writing Center through their website at http://academics.utep.edu/Default.aspx?tabid=47508

In addition, you can refer to the Purdue OWL website for information on how to properly cite various genres in APA format. The Purdue OWL website is: http://owl.english.purdue.edu/

Student Model #1: Annotated Bibliography

Annotated Bibliography on the Federal Aviation Administration User Fees

Horne, T. A. (2007, February). User Fee Debate. *AOPA Pilot Magazine* , *50*, 27.

> The author of this article is an experienced, commercial rated pilot that has flown for over 30 years. He also sits on the Aircraft Owners and Pilots Association (AOPA) board. This article explains the Federal Aviation Administration (FAA) has proposed and what it means to pilots. Congress is cutting the budget for the FAA and in turn wants to impose fees for anyone who flies into a controlled airspace. This would have a very tragic effect on general aviation. The government wants to charge anyone who flies into controlled airspace. This is huge because if anyone is flying anywhere around a decently sized city, they are going to fly through these airspaces. Also, the FAA wants to charge for approaches into airports and landing on airports. This is bad because all of these charges would add up to more than $200. This would discourage people from flying, making them sell their aircraft. This would slowly dissolve the general aviation industry. I can use this article to explain what is going on and why the government wants to use these fees.

Boyer, P. (Director) (2007, October 6). AOPA's Reasonable Analysis Of User Fee Issues At AOPA Expo. *AOPA Expo 2007*. Lecture conducted from AOPA, Hartford, CT.

> This lecture was given by the president of AOPA, Phil Boyer. He spoke of the fees that the FAA is trying to impose and what they would mean for general aviation pilots. He explains that the fees that the FAA wants are directed towards general aviation and not towards the airlines. He also gave some examples of what would be better for everyone, if the FAA really is in a crisis. This is important because of the explanation and breakdown of these user fees and gives some examples of what could be put in place of these proposed fees.

Fact Sheet – Impact of Administration's Financing Proposal on General Aviation. (2007, April

23). *FAA: Home*. Retrieved March 2, 2011, from

http://www.faa.gov/news/fact_sheets/news_story.cfm?newsid=8747.

This website is the official FAA website that has all of their information. This one fact

sheet lists all the facts and myths related to this issue. It goes over what the FAA wants

to put into place and where and when it will happen. It brings up all of the more

important issues regarding the topic, but leaves some out as well. For example,

nowhere in the sheet does it say anything about controlled airspace fees, which is one of

the biggest fees they would implement. They did mention another, which is the fuel tax

hike. This would weaken general aviation because a lot of pilots cannot afford higher

fuel prices. This will be important to have a government agencies point of view on the

topic.

AOPA Online: What's the FAA's user fee proposal?. (2006, November 30). *AOPA Online:

Aircraft Owners and Pilots Association*. Retrieved March 2, 2011, from

http://www.aopa.org/whatsnew/newsitems/2006/061130userfees.html.

This website is the official website for AOPA, which is a foundation that protects flying

and everything related to aviation. This article goes over what the user fees would be,

but goes into greater detail what the fuel prices would be after the legislation is put into

place. Fuel is needed for all flights and is already expensive. What the government

wants to do in addition to implementing user fees is to put more tax on fuel. This would

make it much harder for the average pilot to afford flying his/her aircraft. This is

beneficial to the argument because it focuses on one of the major fees that the FAA

would implement; the fuel hikes.

User Fees - NBAA Calls Proposed FAA Budget A 'Sweetheart Deal' For The Airlines. (2006,

November 30).*California Pilots Association*. Retrieved March 2, 2011, from

http://www.calpilots.org/index.php?option=com_content&view=article&id=1141&catid=45

:pre-2008-archived-articles&Itemid=81.

Cal Pilots is an organization similar to AOPA, but has a defined area. They are also very

concerned with this issue. The article is from the NBAA which is the Nation Business

Aviation Association. The article explains that the airline industry is getting it easy with

this proposal. They say that the government is trying to move fees from the airlines to

general aviation. The problem with this is that the airline industry can handle it, general

aviation cannot. General aviation includes every aspect of aviation excluding the airlines

and the military. The majority of general aviation pilots are your everyday, fly for fun

kinds of people. These people cannot afford all the fees that would be put into place.

This would destroy the industry. This is important because it ties the airline industry into

the argument.

Network, A. (2009, October 12). Aero-TV: AirVenture Meet the Boss – Randy Babbitt Tackles

User Fees. Retrieved from http://www.youtube.com/watch?v=J14ut3O_j3M.

This video is from AirVenture which is a fly-in expo. Randy Babbitt is one of the head

officials for the FAA and he explains that the FAA needs money to meet the needs of the

industry. He says that the planes now are more efficient, making them use less fuel

which means that the fuel tax in effect now is less effective. He goes on to explain that

they need to make up this deficit, but does not know exactly where it is going to come

from. This is important because it is a government official who is explaining the situation

the FAA is in and what he thinks will happen.

Wald, M. L. (2006, March 7). F.A.A. Seeks New Source Of Revenue In User Fees. *The New York

Times*. Retrieved March 2, 2011, from

http://query.nytimes.com/gst/fullpage.html?res=9507E0D91531F934A35750. Matthew L.

Wald is a journalist for the New York Times. In the article, he interviews some very

influential people in the aviation industry. Another important fact about him is that he is

also a general aviation pilot. This article explains that because of the drop of airline

tickets that the FAA needs to find new ways to make money because the tax

implemented on tickets is not getting the job done. It says that the FAA is going to tax

the users of the air traffic control system. This article is important because it gives

specific numbers on how much the FAA is in deficit and what the budget proposal is.

[Student Model #2: Annotated Bibliography](#)

Annotated Bibliography based on the research question,

"Why did Egypt's Non-Violent Revolution Work?"

Arafat, A. A., (2009). *The Mubarak leadership and future of democracy in Egypt.* NY: Palgrave

Macmillan.

Arafta's main focus was to explain the long-rule time period of Mubarak. To do so he first

gives insight on his predecessors, Nasser and Sadat. Also, he explains how corrupt

Egypt's governors are and gives examples of some of the techniques they used to

maintain power. Not to mention that foreign meddling and poor and weak opposition

didn't helped to foment a more democratic government. This detailed analysis on

Egypt's government really helped me understand why the citizens of Egypt decided to

have a uprising against their government.

Egypt's war for peace. (2008). *History Teacher*, 42(1), 57-94.

This article provides information on different conflicts that happened in Egypt's past like

the battles between Egypt and Israel. It also explains how the Egyptian president Anwar

El-Sadat tried to bring peace and democracy to Egypt. One of Sadat's attempts was to

achieve peace with Israel, which actually got Egypt out of the Arab league. The

information on the past of Egypt provided in the article can help me understand why

things got to be where they are right now and why the 2011 uprising was necessary. It

also gave me some hope that there are people that do look for peace even in countries

that have a corrupt government.

Ghosh, B., Hauslohner, A., Abouzeid, R., Walt, V., & Baker, A. (2011). The revolutionaries.

Time, 177(6), 36-40.

Ghosh, et. al.briefly describe the revolution that happened in Egypt. After that, they

explain the different groups that took part in the revolution, for example the oragnizers

and protestors. Also the authors describe how the revolutionaries organized via social

networks, texts, emails, handouts, and phone calls. They even include a small manual which gave instructions to the revolutionaries. This description of the revolution really adds information to my project since it tells me how the revolution was organized and gives me insight of why it worked.

Laczay, E. (1972). *Gandhi: A man for humanity.* New York: Hawthorn Books.

Laczay presented the life of Mohandas Karamchand Gandhi, his philosophy, and all of his major movements in a concise book. Besides describing his life and different moment that influenced him, the author adds different citations from the works of Gandhi and different illustrations to enrich the book. The biography of Gandhi will help me understand why he chose the life he did and the different citations the author adds from Gandhi's work will allow me to see a glimpse of the way his mind worked.

Line in the sand. (2011, February 16). *Nature.* doi:10.1038/470306a.

The author praises the young Egyptians for the peaceful uprising they orchestrated to obtain freedom, democracy and change. Also, he looks into the future of Egypt and what path the citizens should take to make a prosperous country by promoting science, education, and research. This article may help my argument because the author gives advice on how to promote a wealthy country and encourages the Egyptians to work even harder to go forth in life.

Mehta, U. (2010). Gandhi and the common logic of war and peace. *Raritan*, 30(1), 134-156.

Mehta describes and analyzes the works and philosophy of Mahatma Gandhi in this article, and uses Gandhi's philosophy to try and explain some of the stands people take to defend war. He explains that politicians sometimes chose war because at the conclusion of the war, what you gain is more than you lose, that is if you win. The information provided in his article may help me be more objective when analyzing the actions that the government and citizens of Egypt took.

Miller, J. (1984). Mubarak's venture in democracy. *The New York Times,* pp. 53, 54.

Miller points out that Egypt was in a predicament during the 1980s, but people seemed to be more focused on something else, democratic elections. Mubarak had promised that Egypt would have the fairest democratic elections in 1984, but the citizens of Egypt knew that in the end "party hacks" and the civil service would go back to their "old tricks." This article is useful since it tells us what people thought about Mubarak and one of the techniques Mubarak used to stay in power while trying to keep Egyptian citizens at bay.

Nojeim, M. J., (2004). Gandhian principles of nonviolence. *Gandhi and King: the power of nonviolent resistance* (pp. 91-121). Westport, CT: Praeger.

In this chapter, Nojeim explains Gandhi's philosophy and its different concepts in detail. The author mentions the two key concepts in Gandhi's philosophy, Satyagraha and Ahimsa, which mean truth force and nonviolence respectively. Also he mentions other important factors that came from the other two concepts: Sarvodaya (service to others) and Swadeshi and Khadi (helping the poor). This in-depth analysis will help me see how and why did the nonviolent movements of Gandhi worked and see what parts of his philosophy the Egyptians applied.

Shridharani, K. (1940). The power of the meek in India. *The New York Times,* BR9.

Shridharani talks about Gandhi and a book that analyzes his philosophy the Satyagraha. It mentions that according to Satyagraha the first thing you need to do is negotiate and that non-violent action must only be used when after all peaceful means have failed. Also the author explains how Gandhi influenced India and battled, for different things, for his country against Britain. This article is very important because it states that the nonviolent uprising is only successful if everybody helps.

Soni, V. (2010). Religion, world order, and peace: A hindu approach. *Cross Currents*, 60(3), 310-313. doi:10.1111/j.1939-3881.2010.00130.x

Soni explains that religions all over the world have their own way of making and keeping

peace. Between these ways, the UN focuses mainly on those who help solve conflicts, since it is what they are trying to do. The article mainly talks about the Hindu religion, but focuses on Mohatma Gandhi's philosophy Satyagraha. This article proves that Gandhi's way of doing things actually works since the UN studied the Satyagraha to find ways to solve conflicts. The fact that the Un studied Gandhi's philosophy shows that it is a reliable way of doing thing and it shows me that I can use it to analyze the case in Egypt.

[Exercise #1: Student Model Evaluation](#)

After you have evaluated the examples using the rubric, please respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Annotated Bibliography? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Annotated Bibliography did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your annotated bibliography?

Exercise #2: Thinking About Your Annotated Bibliography

1. What purpose(s) does compiling an annotated bibliography serve?

2. How can compiling an annotated bibliography help you write your project?

3. What specific and important elements will you be sure to include in your annotations?

4. Considering that your sources will largely be concerned with the same topic, what will you need to do in order to compose substantive, rather than superficial or repetitive, annotations?

5. What will you generally avoid including in your annotations? What are the exceptions?

6. Explain how keeping your audience in mind will impact your annotations.

7. In the space below, practice writing a complete bibliographic citation for one of your selected sources (website, article, book, etc.). Be sure to write the bibliographic citation in APA style. Compose an excellent annotative example of the source below the citation.

8. Locate another source, different from the genre used in the question above, and write an annotated bibliographic citation for it.
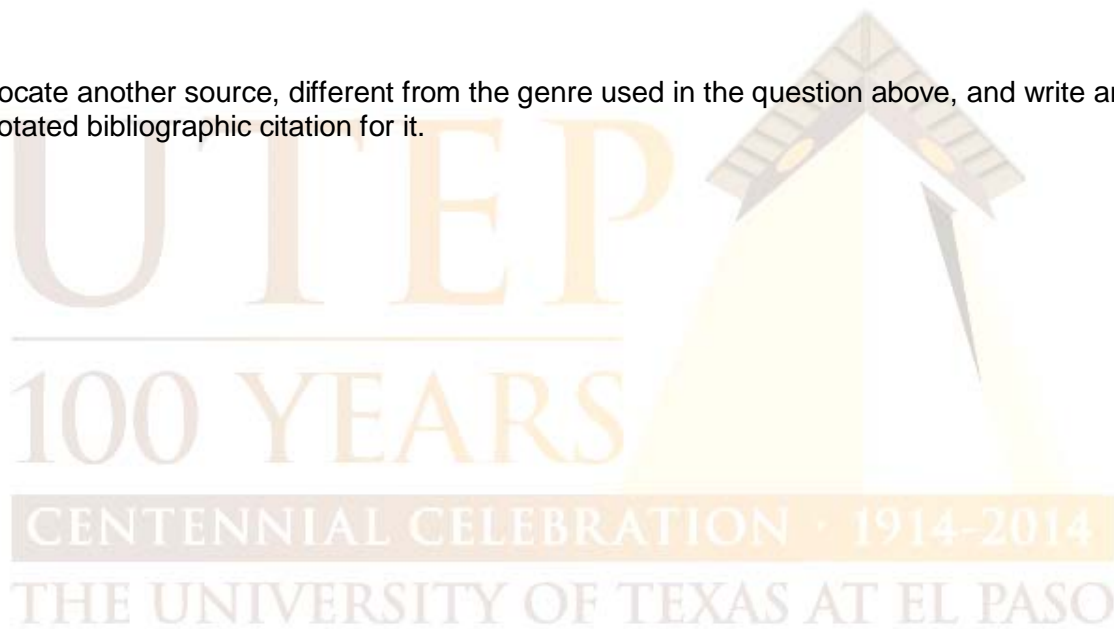
Exercise #3: Designing Your Annotated Bibliography

1. How much time would you estimate it required to research, read, select, and annotate each of the sources you found in the last exercise? Considering how many sources you need for the annotated bibliography, what is your time management plan for completing the assignment?

2. What is your plan for including sources from different genres in terms of variety and quantity?

3. What criteria will you use in selecting or eliminating sources?

4. What guidelines will you use in order to determine the credibility of online sources? Other sources?

5. Describe your plan for including sources that counter-argue, provide historical information or data, such as surveys, facts and figures, etc.?

Exercise #4: Evaluation of Web Sources

Pick a website. Answer these questions as fully as you can. You do not have to read every single piece of the website, but try to get a sense of how useful these websites might be if you are conducting research.

1. Who is the author of this source? Is the author credible on the topic? Why or why not?

2. What does the text focus on? Is it thoughtful and balanced? Or does it seem biased? What gives you that impression?

3. When was the website last updated?

4. What is the purpose of this site? Is it to provide information? Or is it trying to persuade readers to accept a particular point of view?

5. How professional is the tone, and how well-designed is the site? How carefully has it been edited and proofread? Are there any grammatical and spelling errors that detract from its credibility?
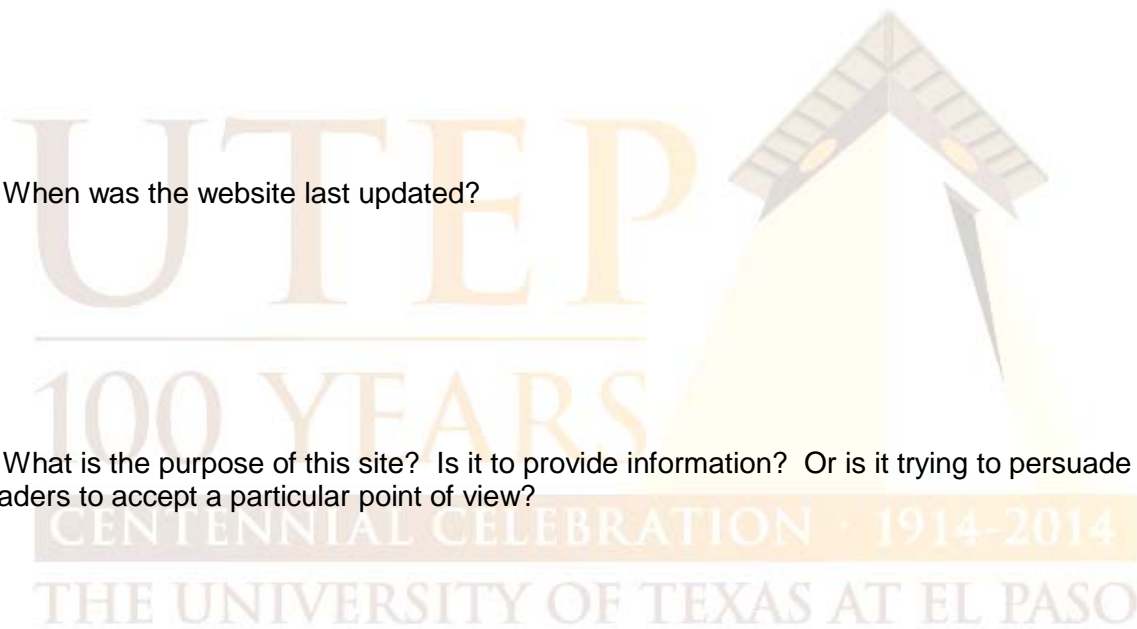
Exercise #5: Executing Your Annotated Bibliography

As you begin working on your annotated bibliography, use this section to track and monitor your progress by noting the time it takes to research, select, read, and annotate each source.

Source: Start _____: Completed_____:
Source: Start_____: Completed_____:
Source: Start_____: Completed_____:
Source: Start_____: Completed_____:
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Source: Start_____: Completed_____:
Source: Start_____:_____   Completed_____:_____

Annotated Bibliography: Checklist

Once you have constructed your Annotated Bibliography make sure you have all these components.

✓   Citations in correct APA format, and in alphabetical order.
✓   Annotations provide summaries of the author's work in your own words (3-5 sentences).
✓   Annotations state which research question this source is helpful in answering, and how it is helpful in answering that question (1-2 sentences).

Exercise #6: Peer Review for Annotated Bibliography

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Comment on the quality and quantity of sources used in the annotated bibliography.

2. Do the citations adhere to APA format? If not, make corrections. Write the rule for any repetitive errors here.

3. Describe the scope of the annotated bibliography. If possible, identify a narrowed issue or question of inquiry.

4. Comment on the quality of the annotations. Make suggestions for improvement.

5. Make another suggestion for improving the annotated bibliography.

Exercise #7: Revisiting Your Annotated Bibliography

1. Contemplate and describe the quality of the work you conducted in compiling your annotated bibliography. Additionally, indicate the grade you would assess for the final product.

2. What do you feel you did especially well for this assignment? Explain.

3. What do you consider to be the weakest aspect of your work? Why? What would you do differently and how?

4. Were there any hindrances that kept you from working on and completing the assignment at a higher level of satisfaction (i.e., attitude, time, research difficulties, language, distractions, etc.)? Explain. In the future, what can you do differently in order to overcome the obstacle(s)?
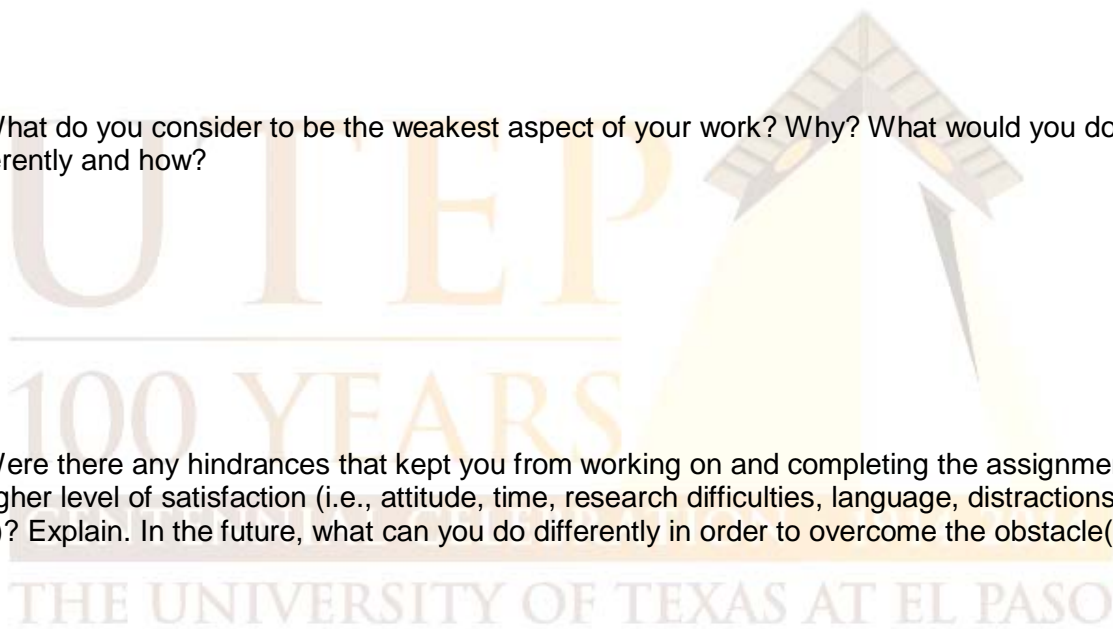
Exercise #8: Annotated Bibliography—Self-Evaluation

Now that you have submitted your final draft of the Annotated Bibliography and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
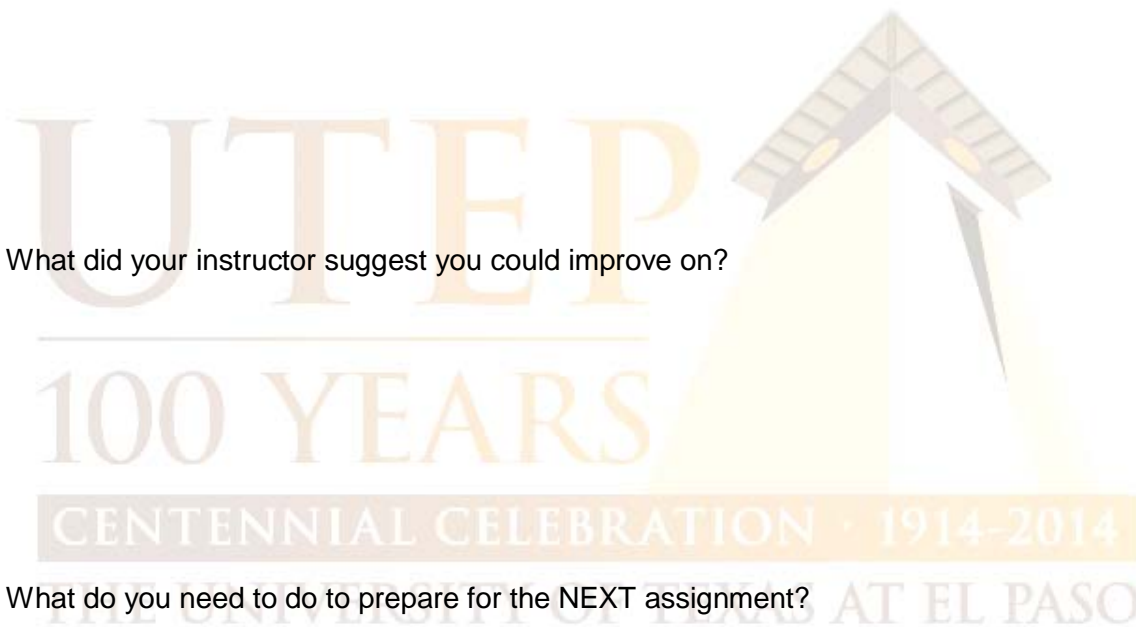
ASSIGNMENT #7: Community Problem Report

Your work in this course continues to focus on community engagement and awareness. As you become more aware of discourse practices and conventions, you will also become attentive to how discourse affects various communities. One of the most critical uses of discourse and language is to inform others of important information that they may not have. In this assignment, you will do this by creating a report that draws attention to a community problem.

Purpose: The purpose of this assignment is to familiarize you with writing in the fairly formal genre of the report. You will practice presenting information in an organized, coherent manner and draw logical conclusions based on reason and evidence.

Audience: Your audience will consist of your scholarly peers who will most likely only have a casual familiarity with your community issue and agency.

Content/Subject: You will be required to write a substantive report that discusses a significant community problem. You will use the research sources and information that you have gathered in your Annotated Bibliography as the foundation for the information in your report. You will want to present this information in an academic and organized manner. Overall, you should use your report to explain the problem as well as its importance to and impact upon the community.

Specifically, you will want to complete the following tasks as you structure your report:

- Provide background information and relevant facts.
- Explain the problem in relation to these facts.
- Conclude by arguing for increased awareness of the problem by emphasizing why your audience should care or pay attention.

Constraints: A report is a formal, informative document, and your report should adhere to these characteristics. You will be required to produce a professional report which provides information about a community problem.

Specific guidelines include:

- 4-6 pages in length.
- Adherence to APA format (including in-text citations and Reference page).
- Correct grammar, punctuation, spelling, and language usage.
- The appropriate and effective use of at least one visual, no more than two.
- Effective organization and a clear, logical argument.

Do not attach the annotated bibliography to the end of this report. You may use the references, but be sure to remove the annotations.

Do

Be objective. Look for research or studies that support different perspectives on the topic you have chosen

Use high quality sources to detail the community problem.

Follow APA style formatting (with title page, abstract, and reference list) as detailed in Chapter 4 of the Guide.

Do not

Offer your opinion on the issue.

MHG Reading References

Writing to Inform

This chapter helps you set goals and think through the purposes and processes of writing to inform. Pay special attention to **Rhetorical Considerations in Informative Writing, Learning the Qualities of Effective Informative Writing** as well as the **Writing Processes** section on page.

Using Strategies that Guide Readers

This chapter will guide you through some of the basic principles of good writing, such as creating a thesis, writing paragraphs, topic sentences, and so on.

Assessment Rubric for Community Problem Report*

CATEGORY	A	B	C	D	F
Focus **20 pts.**	Response maintains focus on topic/subject throughout response.	Response may exhibit minor lapses in focus on topic/subject.	Response may lose or may exhibit major lapses in focus on topic/subject	Response may fail to establish focus on topic/subject.	Response lacks focus.
Use of sources: integration and fair use **25 pts.**	Sources are used fairly and demonstrate a variety of perspectives. Quotes are skillfully woven in the writer's own words.	Sources are used fairly and demonstrate more than one perspective. Most quotes are woven into writer's words.	Only one perspective is presented. Sources may be over-used. One or more floating quotes.	Only one perspective is presented. Sources not used properly. Quotes overtake the writer's language.	Only one perspective is presented. Sources not used properly. Quotes are strung together with little explanation.
Quality and Quantity of sources **15 pts.**	Amount required or exceeded. Sources are academic and/or reputable, with a variety of types of	Required amount. Some sources are academic and/or reputable, with a variety of types of sources.	Required amount not met, and/or insufficient variety of academic and/or reputable sources.	Sparse use of sources, and/or poor variety of academic and/or reputable sources.	No sources used.
Writing Fluency: Academic voice, third person, present/past tense, clarity **25 pts.**	Academic voice, third person, present/past tense consistent. Almost no grammar or mechanical errors. Writing is clear.	Academic voice, third person, present/past tense mostly consistent. Few grammar or mechanical errors. Writing is clear.	Academic voice, third person, present/past tense somewhat consistent. Several grammar or mechanical errors. Writing could be clearer.	Academic voice, third person, present/past tense inconsistent. Many grammar or mechanical errors. Writing is unclear in significant areas.	Lacking academic voice, third person, present/past tense. Grammar or mechanical errors distract from content. Writing is unclear.
General APA format and assignment guidelines **15 pts.**	Meets all page format, font, and citation format criteria from assignment guidelines and APA manual.	Assignment guidelines met, a few minor format errors.	One or more guidelines not met, or several types of APA format errors.	Numerous major guideline or APA format errors.	Lacks adherence to assignment guidelines or APA format.

Rubrics are subject to minor changes. Students will be notified if changes occur.

[Student Model: Community Problem Report](#)

Running Head: STUDENT DEBT   1

Community Problem Report: Student Debt

The University of Texas at E Paso

ENGL1311

March 26, 2014

Jorge Gomez

Instructor: Jorge Gomez
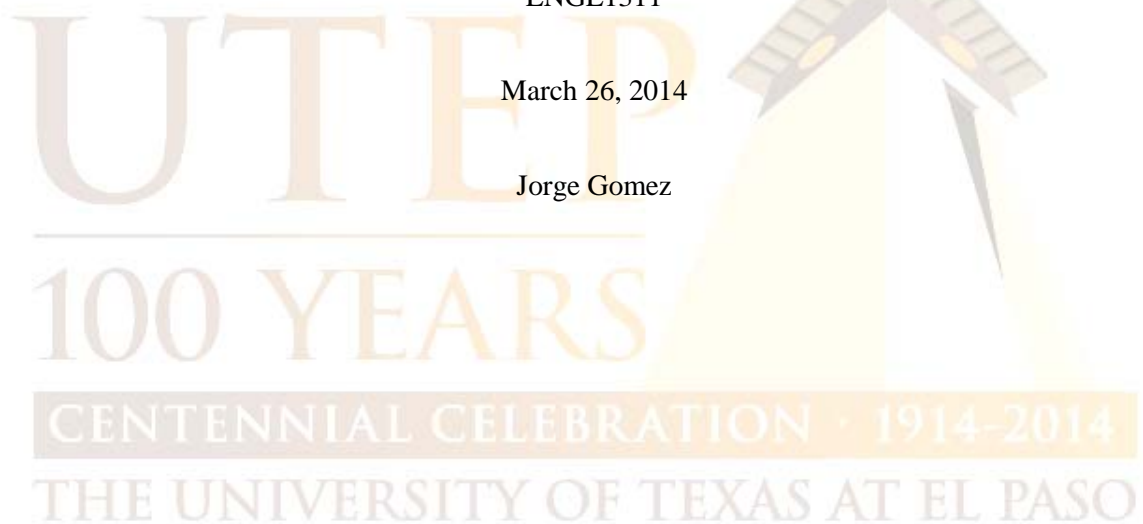
Abstract

The student loan process has become a crisis and a burden to the economy and the society that is pursuing a college degree. Financial education courses could possibly empower college students to make the correct decisions, which could greatly impact society as well by creating a more balanced state of economy when it comes to college education. The general public tends to overlook student debt statistics and figure common knowledge on the topic. Realizing facts, figures, and details about student debt, the public will most likely be amazed and shocked. To get a handle on the student debt problem, the federal government provided relief methods such as discharge and forgiveness of loans if necessary and if requirement are met. The mass majority of individuals who are coming towards graduation date in the near future have not been informed abut these types of relief programs, but there are different ways to cope with debt relief. Entering college students never truly know "how much is too much to borrow;" on that account universities roam with lost students who don't understand the means of knowing when to stop.   Despite the fact that debt is portrayed as a crisis in life, debt can also potentially change the experience of life because it can make the individual work even harder than they ever expected to.

Keywords: Student Debt, Economic Success, Loan Forgiveness, Loan Discharge, Financial Education

Introduction

According to the U.S National Debt Clock, the public debt as of March 2014, is roughly $17 trillion dollars therefore each citizen within the United States has an individually shocking debt of approximately $55,000 dollars. Indeed, it is highly that the average American will conclude that the major reason the national debt is skyrocketing is because the government pours money into the hands of other countries for aid. Although that may be a tremendous addition, it is unlikely for a concerning taxpayer to believe our debt lies in the hands of the individuals whom verge on into adulthood. When society talks about adolescents who cope with different levels of debt, the conversation is almost always about their student loan debt. Evidence has shown that not only adults pertain to stressful debt situations but young adults are drowning in debt as well. It is clear that getting yourself out of debt is not an easy task, and without the proper knowledge, debt obstacles and complications will only be harder to tolerate. This report will cover financial education courses, student debt statistics, forgiveness and discharges of loans, and student loan limitations.

Financial Education 101: Impact on Economy and Students

Students face many financial struggles because high schools and universities lack the resources to input a financial class to help the student learn and guide him/her into the direction, which they should take when upon dealing with large amounts of money. It is not hard to notice that debt, other than the education struggles itself, revolves around the student in their college career and carries on with them even after graduation comes along. Beckie Supiano, reporter of The Chronicles of Higher Education, states "financial literacy programs are popping up on money campuses, and the federal credit-card law passed in Spring encourages colleges to provide education about credit cards and debt as part of their orientations for new students" (2009). In making this comment, Supiano urges the community to provide college students with a financial management class in order to diminish the situation of debt and to be handled in a more efficient

manor. Financial management classes can impact greatly on how students take on money challenges further in time such as grants, loans and etc. The Federal Credit Law, a law that requires colleges to provide basic education about credit cards and debt as part of orientation, is a perfect example of how money loss can be prevented simply by educating the minds of those who do not fully understand the means of handling money, saving, and possibly pyramid schemes that can occur within bank loans (2013, p. 7).

At this day in age, many people do not understand the means of how money works and even though it will benefit your college career, if the correct knowledge is not possessed, debt will follow the student through their lifetime paying the debt off. Many students are suggested to take financial workshops but refuse to because they believe it is not necessary or perhaps they already assume they know everything there is to know about the subject. Professor Michael Simkovic agrees with Supiano as states previously when she writes,

Figure 1. A political cartoon emphasizing how college debt hinders a graduate.

"allocating educational recourses more efficiently would not only benefit individual students and their families- it would enhance the productivity and competiveness of the U.S. labor force" (2013). In other words, Simkovic is saying that not only will financial education assist college students but it will also relieve the U.S. economy from this ongoing misfortune. When applying for certain loans, students need to be aware of the loan they will be accepting and money management tips for the loan itself. Simkovic argues that not having certain classes, students will be under the category of a "risk-based' student loan, meaning interest rates will be higher for the student, which overtime will lead the student to stress on loan payments. Federal Student Loan Programs which are basically programs to inform, have *not* yet acquired information as to financial development, and the differences amongst loans which immediately already shows a missing piece he puzzle college students need. Ultimately, according to both Supiano and Simkovic, finances will never be under control until the individual is able to establish a moderate, comfortable plan when spending money; establishing range and limitations.

Instructor: Jorge Gomez

Student Debt Crisis Statistics

Recent student surveys concluded that most students let their college debt anxiety intervene with their grades, social life, work environment, and over all state of mind as to question if college is even the right place for them. Debt does not just have to be the bad bunch of situations during college, debt also means that the student is ambitious towards their education and will do anything it takes to achieve their dream, but knowing which loans to accept and so forth comes into play as well. Jeffrey Williams, professor at Carnegie Mellon University, himself writes, "the immediate reason that debt has increased so much and so quickly is that tuition and fees have increased exponentially, at roughly three times the rate of inflation" (2006, p. 162). Williams is ultimately stating that the economy will never be perfect, but the truth of the matter is it will keep increasing overtime whether society agrees or not. This puts the student in an unbalanced burden cycle and their families' as well. In support to the idea that money demands from colleges keep increasing, the reality is that "in 1970, there were 369, 000 full-timers and 104,000 part-timers, for a ration of nearly 4:1, whereas now the ration is nearer 1:1, with 618,000 full-timers and 495,000 part-timers in 2001" (2006, p. 168). In making this comment, it is apparent that society has to work even more than they ever believed on doing so due to student debt weight that rests upon their shoulders.

Figure 2. Info graph portraying how student debt increases overtime.
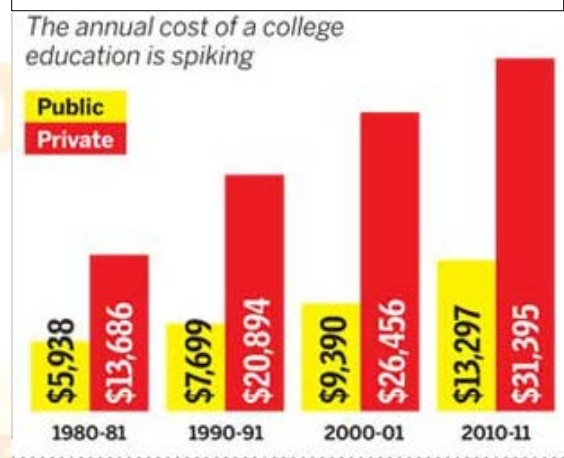
Not only does student loan debt effect the student, it can also create problems to the discourse communities the student belongs to such as family members. Student debt is considered disastrous to the financial health of households and the U.S. economy neglect paying off the amount money borrowed. William Elliot, professor at the University of Kansas, acknowledges that, "about 18 percent of households have outstanding student loan debt, and on an average they owe about $26,018.27" (2013, p. 411). Thus, Elliot supports the idea that college expenses are becoming more of a problem in common households than one would expect. Varies studies keep concluding that student debt will affect the students' ability to it off

as quickly and as smart as possible, and also have an affect on other lifestyles as well.

Student Loan Forgiveness and Discharge

People during the their college career are scared to know how much debt will be entitled to them once they graduate and that is a big aspect as to why many people do not feel they should continue to pursue a college education; due to fear. Fear should not be a motive to stop perusing higher education abilities, all it is lack of knowledge from the common people, not fear. There are several federal websites that provide all the information an entering college student needs in order to be successful when it comes to college readiness such as FAFSA, a free application for federal student aid. This government founded website answers all the possible questions students may have when it comes to loans thus making it easy for one to get informed. The website talks about forgiveness, cancellation, and the discharge of loans and even how to resolve disputes on your loan. There are several ways students can bypass their money complications, and one is way is by applying for student loan forgiveness and loan discharges. According to the United States Department of Education, "if you are employed in certain public service jobs and have made 120 payments on your Direct Loan (after Oct. 1, 2007), the remaining balance that you owe may be forgiven" (2010). Fortunately, the Department of Education gives students with obligated debt a way to scale down the money that need to repay. As far as loan discharge, that means that those whom pursue a government-funded career after college can cancel the entire loan. For instance, the Federal Perkins Loan Program cancellations apply to individuals who perform certain types of public service or are employed in certain occupations" (2010). The following occupations include: volunteer in peace corps, teachers, member of the U.S. armed forces, burse or medical technicians, law enforcement or corrections officer, and so forth. In view of the fact that it provides information on forgiveness on a loan, it specifically lets society know that something is actually trying to be done dealing with the student debt crisis.

Since there are ways that students can resolve or lessen their anxiety as far as debt, why is it that students still feel stuck and pessimistic about their futures because of money? Jason Iuliano, a Princeton political science PhD student, complicates matters further when he writes, " real problem is that debtors simply are not pursuing student loan discharges" (Iuliano, 2012, p. 525). In other words, Iuliano believes

that discharge and loan forgiveness is not granted because the set application requirements are too high but because people do not choose to find relief or simply are not informed about the matter. The solutions are out there, but college pursuers feel it might be the end of the world when it reality it isn't, all it takes it gaining the knowledge to know that there are several probably solutions out there. Hardships over years have been due to student loans ending up in bankruptcy but it is also the lack of knowledge the individual has on loan forgiveness/dismissal. Truth of the matter is, if students or graduates were to apply, most likely they would be granted the dismissal, but because people are not aware of this economic reduction method, students fail to keep sight on the dream they had when entering college before money issues came into play.

Student Loan Limitations

As graduating high school students prepare to embark on the new lifestyle college life has for them, money is not really an issue until mid-semester, as many say. Once it actually hits the individual that money management is a big aspect in college, individuals play the blame game and state, "I was never told how much to borrow." That is the question of all questions, "how much is too much?" Society can never determine a set range as to a safe loan acceptance or not, it all depends on what the individual is pursuing. Adam Levin, a well-known Chicago writer, questioned several graduates on how much they believe is too much and resulted to conclude, "many respondents believe there should be no limits at all. Among recent graduates, 22 percent agreed that students should borrow as much as they need and no amount is too much" (2013). In other words, Levin's questionnaire indicates that there is no common amount that students are initially entitled to ask for when it comes to college expenses. To hearten that idea, "research shows that many even consider high debt loans to be empowering and give them (the student) higher self-esteem" (Levin, 2013). In Levin's research, it is concluding that high college loans do not just have to be a burden in society, but can again, be used as an ambition boost to say, and make the student realize how hard they worked during their college career and know that it was all worth it in the end.

The standard way of thinking about student loan acceptance has it that there should be a limit. Americans today tend to believe that because there should be a set limit, if it is exceeded, you are considered ignorant, naive and even a victim to your own education; but that is not the case in this day of age now.

Katheryn E. Hancock, attorney and president of The Hancock Firm, emphasizes that, "the government has a financial interest in the repayment of student loans and thus favors a strict standard" (2013). In making this comment, Hancock acknowledges that no matter how low or high of a debt you are entitled to, the government will always have benefit from it regardless. Society would like to believe that the government should inform individuals about a safe moderate range when accepting loans but it is not done so because the more amount borrowed, as interest accumulates, in the end it lies in the convenience of the government and bank foundations or whom ever the money was borrowed from. The upshot of all this is that there will never be a correct amount that students should borrow, it all depends on how far the student is willing to accept the responsibilities borrowing money comes with.

Conclusion and Recommendations

In spite of the fact that there have not been any official money management classes required for degree plans, it has been a back-breaking experience for the individuals who have high dreams in college but feel money issues are restraining them. Although there are already relief methods, those are only applicable if requirements are met, otherwise there should be a different way to relieve student debt anxiety such as mandatory financial management courses that must be taken during orientation. The financial courses could include topics such as: needs vs. wants, spending tips, investments, stocks, bonds, handling credit, learning how to apply for scholarships, and perhaps incorporate the relief methods that one can apply for post graduation. Student debt is inevitable and any individual who wants to pursue a college degree will be entitled to debt, but possessing the proper knowledge can influence the individual to take the correct financial path.

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Exercise #1: Student Model Evaluation

After you have evaluated the project using the **rubric**, please respond to the following
questions:

1. Based on the rubric, what grade did you give this sample of the Community Problem
Report? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Community Problem Report did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your report?
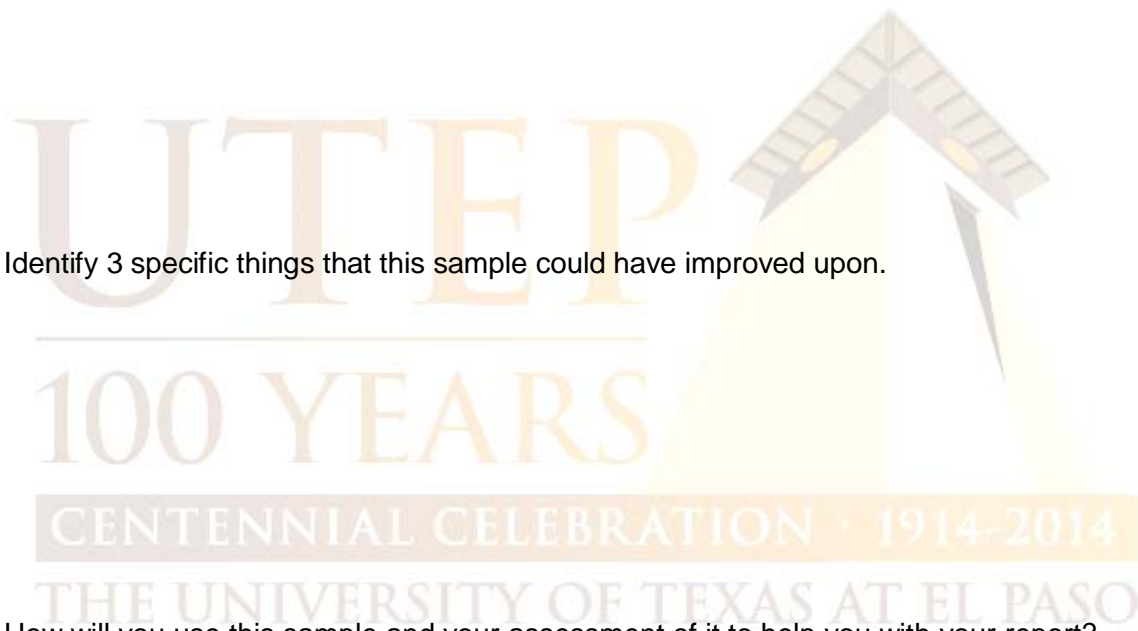
Exercise #2: Thinking About Your Community Problem Report

1. How does an informative report open?

2. How does an informative report close?

3. Describe the genre conventions that are typically used within an informative report.

4. What medium does a report typically use?

5. What are the advantages of this genre?

6. What are the disadvantages of this genre?

7. Describe your audience's expectations within this genre.
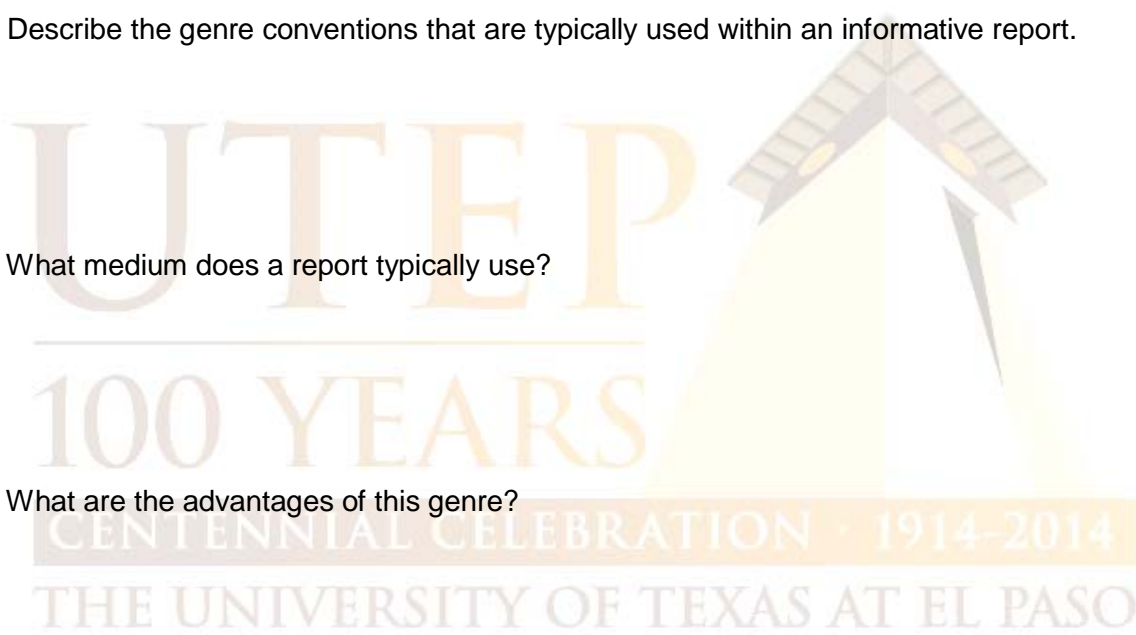
Exercise #3: Designing Your Community Problem Report

1. What background information will you include?

2. List the major points that your report will make.

3. Develop a logical order for these points.

4. Explain how you will transition from one point to another.

5. Describe how you will conclude your report. Why should the audience care or pay attention to this?
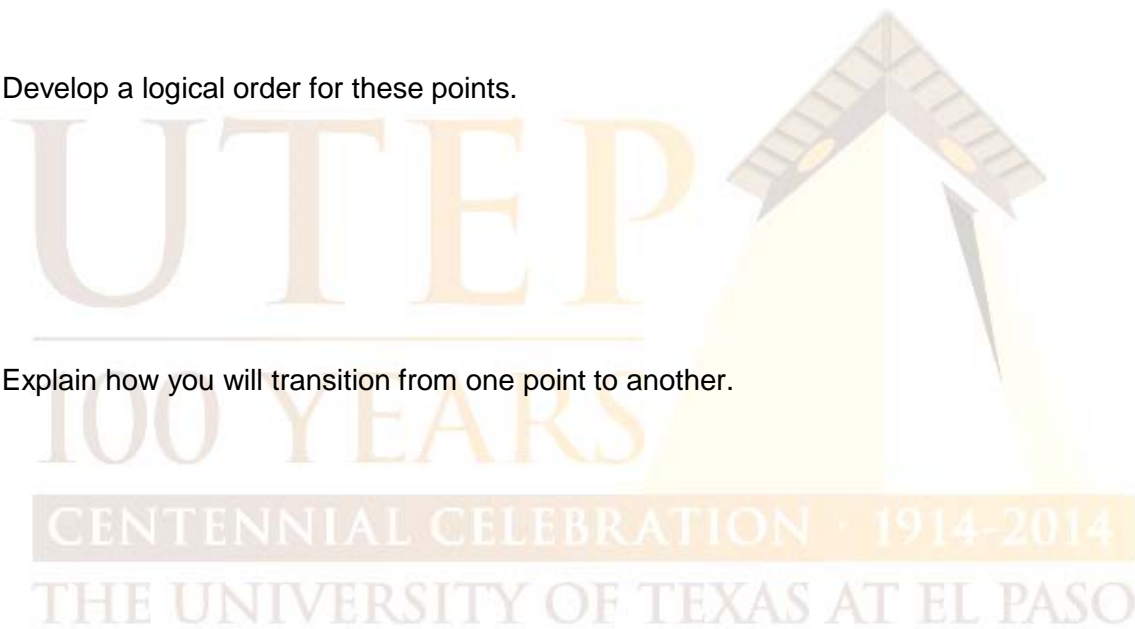
Exercise #4: Executing Your Community Problem Report

1. Select one of the major points you will use in your report, and state it here.

2. Identify one of your sources that supports your point.

3. Using that source, provide three short quotes that support your point.

4. Paraphrase two of those quotes here (with appropriate in-text citations).

5. Explain how each of these (the quote and the two paraphrased quotes) helps your argument.

6. Craft a paragraph that includes these and effectively makes your argument.
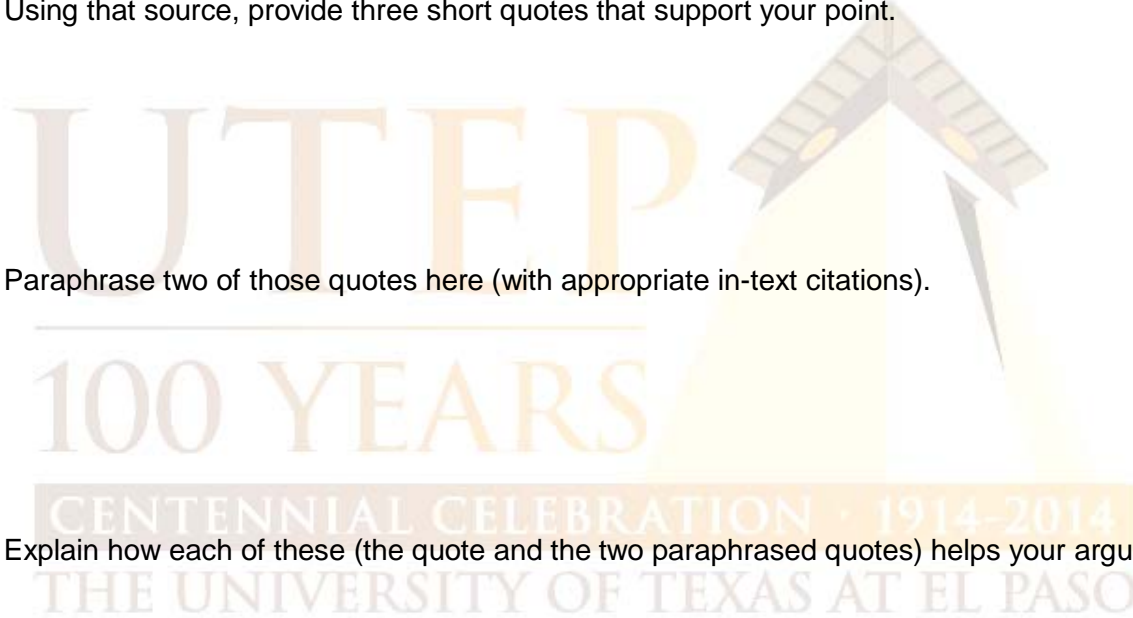
Exercise #5: Peer Review for Your Community Problem Report

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Evaluate the report's introduction in terms of both writing quality and in context with the report as a whole. Make one suggestion for improving the introduction.

2. State the report's thesis statement, and explain how it can be improved.

3. How does the paper utilize research? Note any suggestions you might have for improving its use of research.

4. Evaluate the APA in-text citations and entries on the References page. Correct any errors that you find. Explain the rule for any repetitive errors here.

5. Explain one more way that the report could be improved.
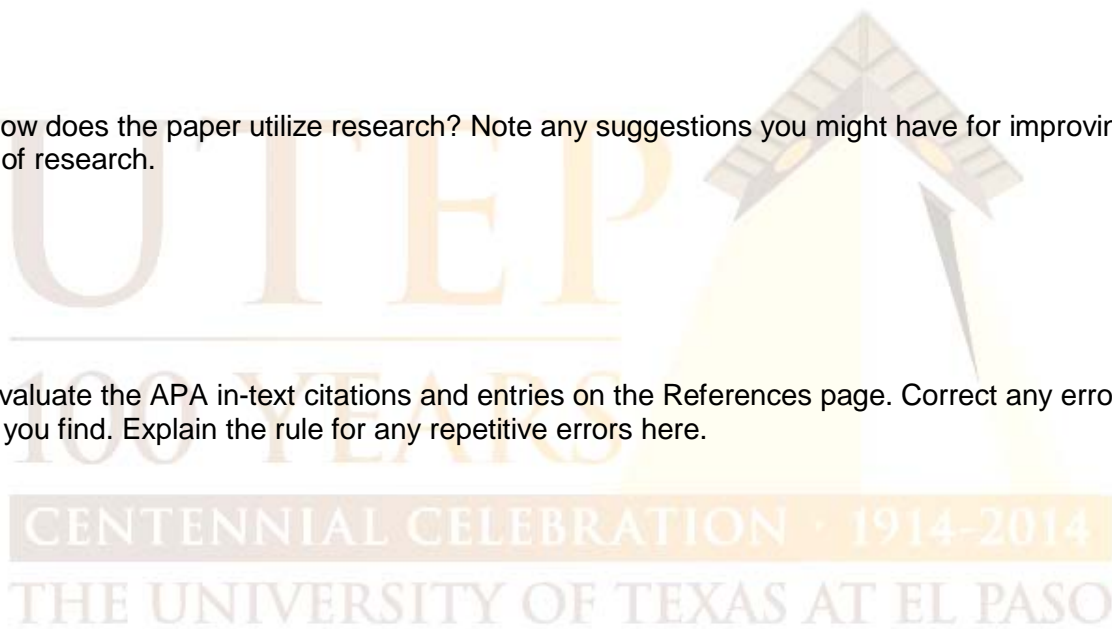
Exercise #6: Revisiting Your Community Problem Report

1. Examine your report, and write your thesis statement.

2. What are the main points supporting your thesis statement?

3. Explain how the sources utilized support the overall argument of the report.

4. Describe the tone of the report.

5. State one of the parts of your report that could be improved, and describe how you would improve it.

Exercise #7: Community Problem Report Self-Evaluation

Now that you have submitted your final draft of the Community Problem Report and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
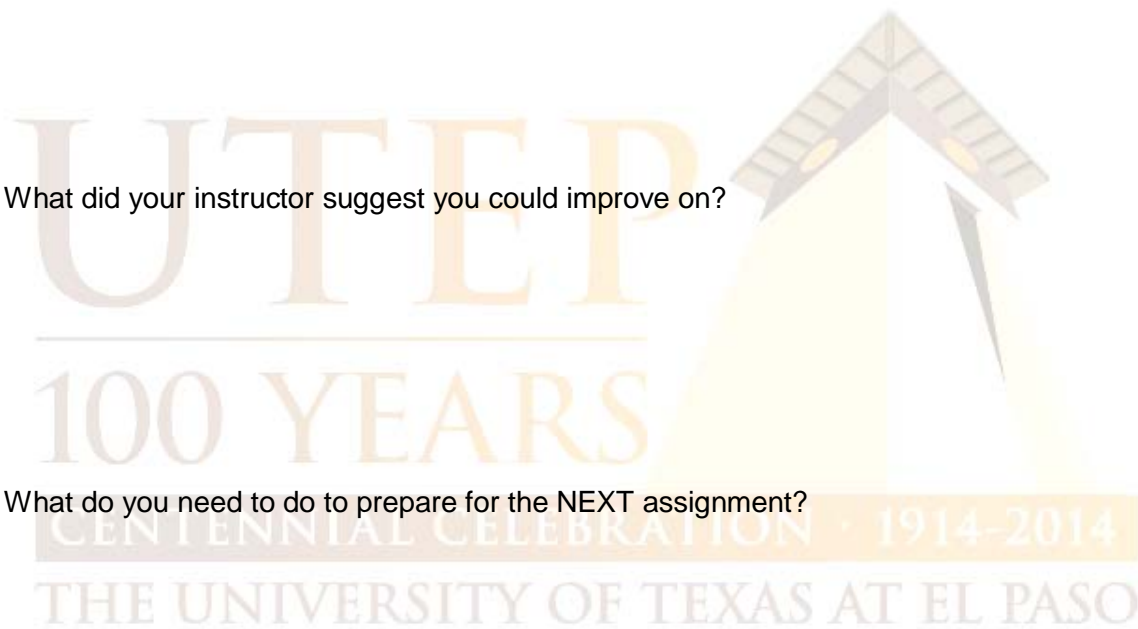
Community Problem Report Presentation

Presentations can be seen as a form of teaching, and one way to show you truly have knowledge of a subject/topic is to be able to articulate it verbally to others. Besides the written and visual discourse communities we have learned about and created, oral communication is just as powerful and requires just as much skill to be completed effectively.

Purpose: The purpose of this assignment is to present your report to the class. You will gain practice in giving oral presentations, and you will have another opportunity to revisit the work you have done. Additionally, the questions and comments from your classmates may give you further insights into your work or your chosen community issue.

Audience: This presentation should be addressed to an audience of your scholarly peers who will most likely only have a casual familiarity with your community issue.

Content/Subject: You will present the major points of your report to the class.   You should provide a brief introduction and conclusion as well as give details to what is contained in your report.

General tips for giving a presentation include:

- Be prepared! The more you know what you want to say and how you want to say it the less awkward your presentation will be.
- Practice! Do not try to "wing it." Much like the writing we have done in the course, presentations require some "rough" starts before you end up with a good final product. Practice beforehand.

Constraints: Your oral presentation may make use of electronic presentation software, such as PowerPoint, and should:

- Be 5-7 minutes long.
- Include an introduction—introduce yourself and your community problem.
- Clearly explain the community problem.
- Describe the impact of the problem upon the community.
- Provide closing statements.

ASSIGNMENT #8: Visual Argument

At this point, you have formally observed, researched, and reported on your discourse community and chosen topic. In this section, you will apply what you have learned thus far to the writing of an original multimodal project suitable for public consumption. Your instructor will let you know which specific project they would like you to complete.

Option 1: Photo Story

Effective discourse takes many forms and uses a variety of media. The final project allows you to explore the community issue that you have spent a large part of the semester focusing on in a multimedia form. You will employ multimedia to advocate your position in your opinion piece. In addition, you will write a memo detailing your rhetorical choices in the creation of your Photo Story.

Purpose: The purpose of creating a Photo Story as your final project is to familiarize you with the process of creating a multimedia document. Specifically, you will learn how to utilize technology and non-standard media to convey a clear and straightforward message. The Project Assessment Memo, which will accompany your Photo Story, has two purposes. First, it reinforces your familiarity with writing a memo. Second, and more importantly, it encourages you to reflect on the rhetorical choices that you made in the creation of your Photo Story.

Audience: Your audience will be a general audience and, most likely, will have little familiarity with your topic.

Content/Subject: This project requires you to create a Photo Story. A Photo Story is a multimedia slideshow that employs visual, audio, and textual information and is used for either informative and/or persuasive purposes. In this case, you will design a Photo Story that introduces the problem you discussed in your opinion piece. It should also describe and either explain or advocate for your solution to that problem. If your solution is complicated or consists of multiple steps, your Photo Story should focus on explaining that solution. However, if your solution is easily understood, your Photo Story should focus on persuading your audience to put your solution into action.

 After you create your Photo Story, you will write a Project Assessment Memo that reflects critically on your rhetorical practices and evaluates the Photo Story you have constructed. It should provide an explanation as to why you chose to construct it—through content, format, and design—in a particular way.   When you write this memo, also address issues such as purpose, audience, strategies as well as the final document itself—the Photo Story.

Specific questions to answer include:

- What problems did you encounter in organizing and writing your Photo Story?
- What role did discourse conventions and audience play?
- How did you select the issue/topic you chose?
- What was the most challenging part of the project for you? Why?
- What kind of systematic approach did you take?

- What is the most effective aspect of your Photo Story in terms of presentation or design? Why?
- How did you make your design decisions?

Constraints: Your project needs to follow the conventions of the Photo Story and the memo. You will want to follow the specific guidelines below.

Make sure that the Photo Story:

- Is effectively designed.
- Utilizes visuals.
- Makes a clear and concise argument.
- Has an argument that is logical and sound.
- Is quickly and easily understood.
- Uses correct grammar, punctuation, spelling, and accessible language.

Your Project Assessment Memo should use:

- Proper memo format for headings.
- Single-spaced block format.
- Traditional/professional font (Times New Roman, Cambria, Georgia, etc.).
- 400-600 words in length.
- Correct grammar, punctuation, and spelling.

Do

Offer your opinion.

Be creative and use color effectively.

Use high-quality visuals.

Do not

Use images without citing them.

Use low resolution, pixelated, or otherwise unclear visuals.

MHG Reading References

Choosing a Medium, Genre, and Technology for Your Communication.

This chapter provides strategies for selecting a medium and genre for publishing your work, some background on design, and information on several technologies including blogs and wikis. See especially "Technologies for Constructing Web Pages."

Communicating with Design and Visuals

This chapter gives great information on document design and other important considerations for web pages including proximity, contrast, alignment, color, and so on. This information will also be important for other assignments where you are asked to include a graphic.

[Student Model: Photo Story Memo](#)

Date: December 6, 2009

To: Alexis Sein, Instructor

From: Angelina Montalvo

RE: Photo Story Memorandum

El Segundo Barrio is a neighborhood that has been a part of the city of El Paso since the city was first established. This neighborhood has had a negative reputation since the beginning for being a "shady" neighborhood with a poor quality of life. Many attempts have been made to try to help raise the standards of living for the residents. The purpose of my photo story is to make more people aware of this historic neighborhood's condition and how the city of El Paso and the residents of El Segundo are attempting to resolve their problems and concerns.

The topic of revitalizing El Segundo Barrio came from my sister who works for the city and who also participated in writing the revitalization plan for El Segundo Barrio. She often talked to me about the issues dealing with El Segundo Barrio so I decided my semester project should be on El Segundo and its' residents since it is a topic a new virtually nothing about.

 The most challenging part about choosing El Segundo Barrio as my topic was having an understanding of all the rules, regulations and processes that are involved in redeveloping/ revitalizing a neighborhood. My approach was very systematic by taking steps in understanding the neighborhood, researching its history, researching the governmental process involved, reading personal articles written by residents of El Segundo, and then going first hand to see the neighborhood. The only issue that came in terms of organizing my photo story was recalling what buildings were what after the photos were developed. This was quickly resolved though by going to my older sister for assistance.

The design of my photo story was motivated by going to see El Segundo Barrio in person. The neighborhood is the process of changing and adding new living quarters for the citizens so the neighborhood appearance is very dynamic. I decided to help with fluency for my presentation to try and organize my photos by categories of homes, schools, and non-profit/ services. The most effective part of choosing to design my photo story in this manner is it provides a more visible contrast of the newer buildings versus the older, historic buildings.

Overall this has been a valuable learning process for me because of the history I have learned about my home town and how the city functions. It was an interesting experience for me and I hope that it will be just as interesting for my audience.

Exercise #1: Thinking About Your Photo Story

1. Describe the genre conventions that are typically used within a photo story.

2. What medium does a photo story typically use?

3. What are the advantages of this genre?

4. What are the disadvantages of this genre?

5. Describe your audience's expectations within this genre.
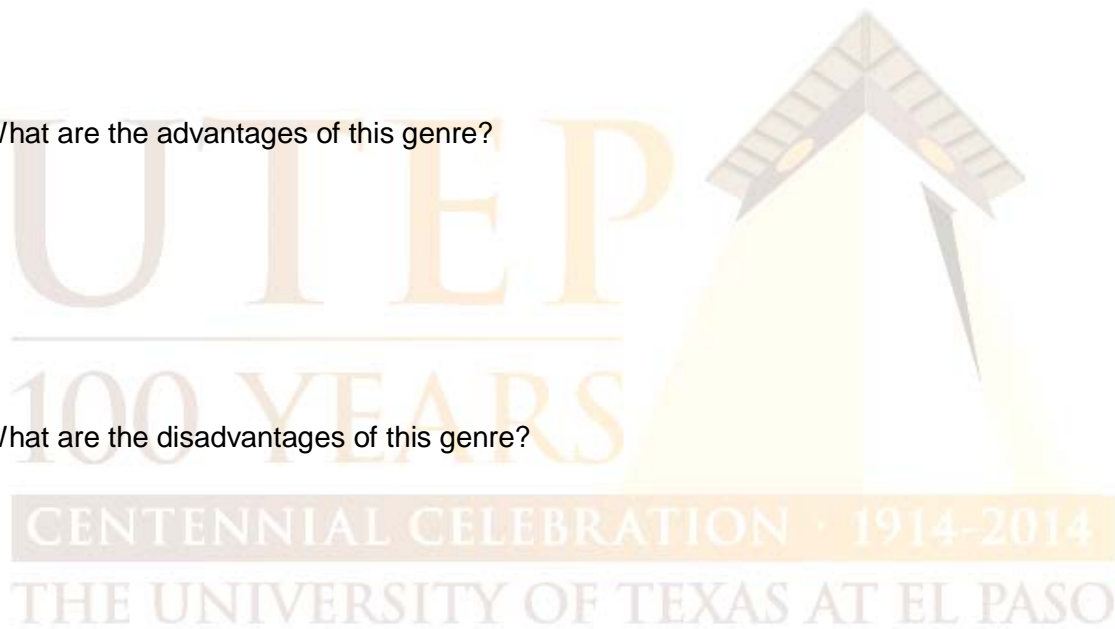
Exercise #2: Designing Your Photo Story

1. What will you have to do to ensure that your photo story is balanced?

2. How will you use contrast in your photo story?

3. Where will you employ consistency in your photo story?

4. How can you use alignment and grouping to make your photo story more effective?

5. How will you use color in your photo story?

6. How else can you ensure that your photo story is well-designed?

Exercise #3: Executing Your Photo Story

1. What problem does your photo story address?

2. What solution do you have for that problem?

3. What are the arguments in favor of your solution?

4. Identify which of these arguments can be represented visually, and explain how you would do so.

5. Discuss how you would adapt these visuals to the genre of the photo story.
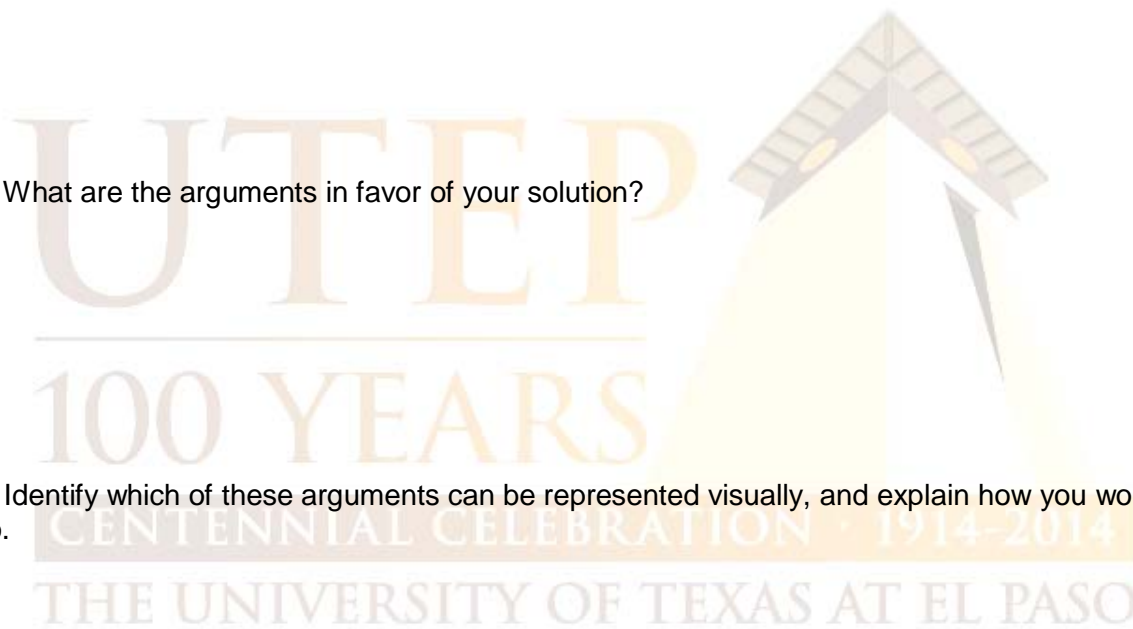
Exercise #4: Peer Review for Your Photo Story

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Explain the photo story's argument and any suggestions for improving it.

2. Comment on the design of the photo story.

3. Evaluate the photo story's use of images, visual content and multimedia elements.

4. Comment on the photo story's use of supplementary material and research.

5. Suggest one more way that the photo story could be improved.

Exercise #5: Revisiting Your Photo Story

Examine your Photo Story and answer the following questions. The answers to these questions will greatly aid in drafting your Project Assessment Memo.

1. What problems did you encounter in organizing and writing your Photo Story?

2. What role did audience play?

3. How did you select the issue/topic you chose?

4. What was the most challenging part of the project for you? Why?

5. What was your systematic approach?

6. What is the most effective aspect of your Photo Story in terms of presentation or design? Why?

7. How did you make your design decisions?
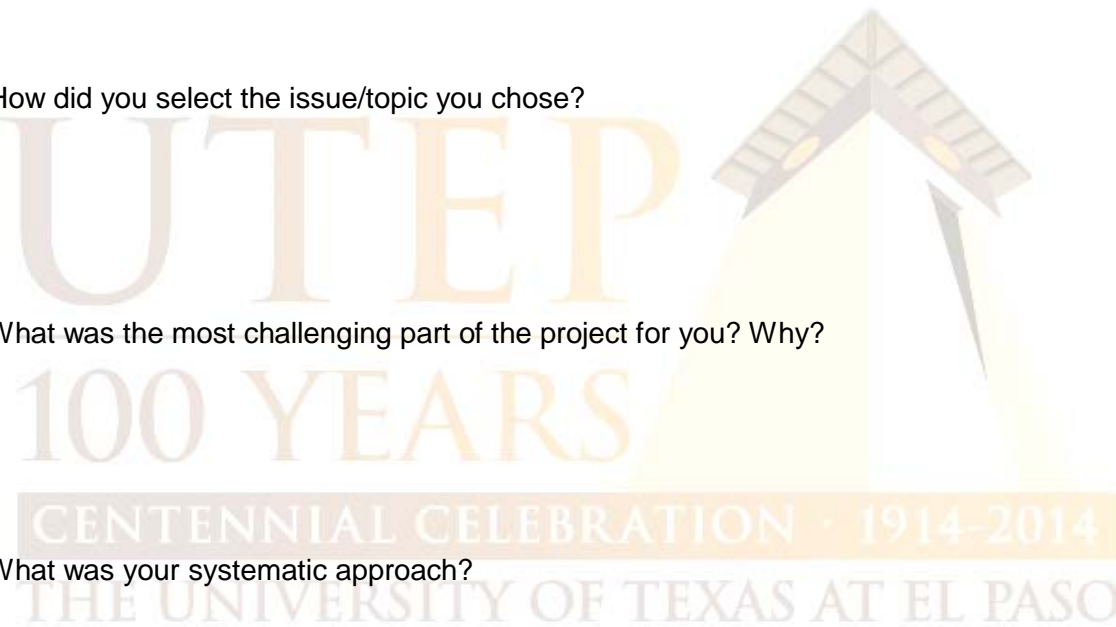
Option 2: Brochure

Effective discourse takes many forms and uses a variety of media. The final project allows you to explore the community issue that you have spent a large part of the semester focusing on in a multimedia form. You will employ multimedia to advocate your position in your brochure. In addition, you will write a memo detailing your rhetorical choices in the creation of your brochure.

Purpose: The purpose of creating a brochure as your final project is to familiarize you with the process of creating a multimedia document. Specifically, you will learn how to utilize technology and non-standard media to convey a clear and straightforward message. The Project Assessment Memo, which will accompany your brochure, has two purposes. First, it reinforces your familiarity with writing a memo. Second, and more importantly, it encourages you to reflect on the rhetorical choices that you made in the creation of your brochure.

Content/Subject: This project requires you to create a brochure. A brochure is a multi-panel document that employs both visual and textual information and is used for either informative and/or persuasive purposes. In this case, you will design a brochure that introduces the problem you discussed in your opinion piece. It should also describe and either explain or advocate for your solution to that problem. If your solution is complicated or consists of multiple steps, your brochure should focus on explaining that solution. However, if your solution is easily understood, your brochure should focus on persuading your audience to put your solution into action.

After you create your brochure, you will write a Project Assessment Memo that reflects critically on your rhetorical practices and evaluates the brochure you have constructed. It should explain why you chose to construct it—through content, format, and design—in a particular way. When you write this memo, also address issues such as purpose, audience, strategies as well as the final document itself—the brochure.

Specific questions to answer include:

- What problems did you encounter in organizing and writing your brochure?
- What role did discourse conventions and audience play?
- How did you select the issue/topic you chose?
- What was the most challenging part of the project for you? Why?
- What was your systematic approach?
- What is the most effective aspect of your brochure in terms of presentation or design? Why?
- How did you make your design decisions?

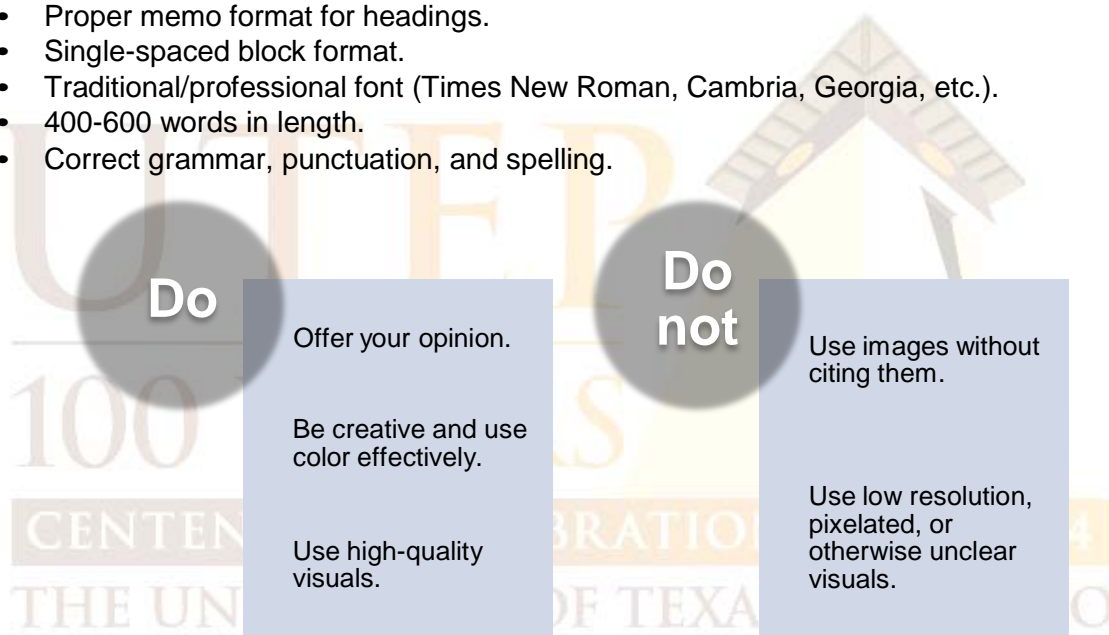**Audience:** Your audience will be a general audience and, most likely, will have little familiarity with your topic.

Constraints: Your project needs to follow the conventions of the brochure and the memo. You will want to follow the specific guidelines below.

Make sure that the Brochure:

- Is effectively designed.
- Utilizes visuals.

- Makes a clear and concise argument.
- Has an argument that is logical and sound.
- Is quickly and easily understood.
- Uses correct grammar, punctuation, spelling, and accessible language.

Your Project Assessment Memo should use:

- Proper memo format for headings.
- Single-spaced block format.
- Traditional/professional font (Times New Roman, Cambria, Georgia, etc.).
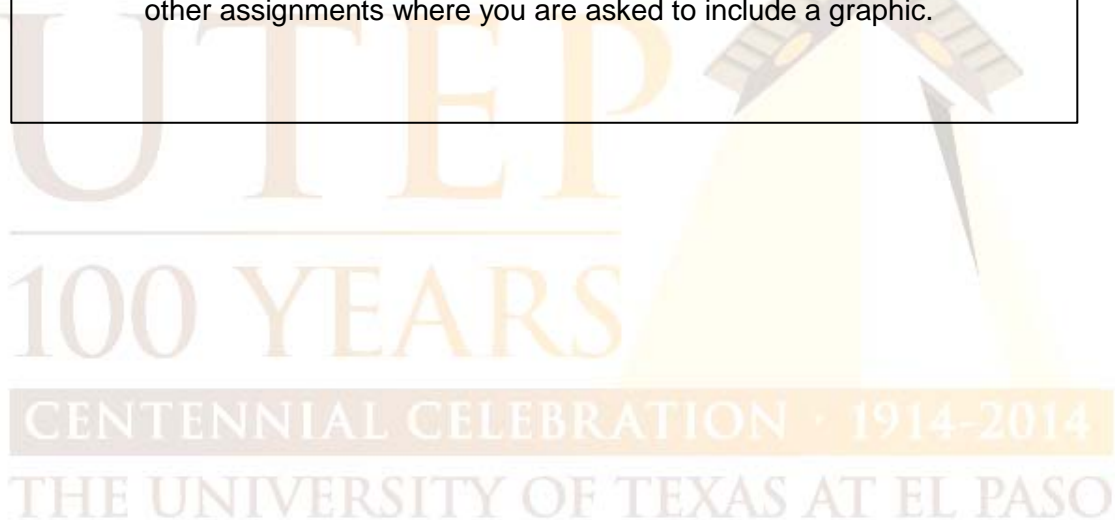- 400-600 words in length.
- Correct grammar, punctuation, and spelling.

Do

Offer your opinion.

Be creative and use color effectively.

Use high-quality visuals.

Do not

Use images without citing them.

Use low resolution, pixelated, or otherwise unclear visuals.

MHG Reading References

Choosing a Medium, Genre, and Technology for Your Communication.

This chapter provides strategies for selecting a medium and genre for publishing your work, some background on design, and information on several technologies including blogs and wikis. See especially "Technologies for Constructing Web Pages."

Communicating with Design and Visuals

This chapter gives great information on document design and other important considerations for web pages including proximity, contrast, alignment, color, and so on. This information will also be important for other assignments where you are asked to include a graphic.

How to Make an Effective Brochure

What's your objective? →Know your purpose

Logos
- Introduce the product/topic (problem).
- Describe/explain/advocate the product/topic (solution—focus on how to solve problem).
- Persuade your audience of the product/topic (put your solution into action).

Pathos
- Use an attention getter; play on the emotion(s) of your intended audience.
- Use BIG headlines, strong visuals, and a distinct call to action.
- Design the brochure to build interest in your product/ topic.
- Contain useful information.

Content Guidelines

Ethos
- Be honest.
- Create a professionally designed brochure.
- Use professional and compelling images.
- Use active voice, everyday language, be concise—get to the point.
- Remember your words will get the point across.
- Make it easy to read (Avoid crowded text, print that is too small to read, clip art, and clichés).
- Make connections to your other assignments, i.e. opinion piece, and reference other published material.
- Use "you" and "your" to make personal connections with your audience.
- Correct grammar, punctuation, and spelling are a part of establishing credibility.

Brochure Layout three-fold (six panels):

Panel #1 Attention grabber (front of brochure): get reader to open it (use a strong headline or strong visual to capture your audience).

Panels #2, 3, and 4 (inside of brochure): make the most use of this area by using cleverly designed visuals, such as using your headline to spread across all three panels. Consider this a full page where color, graphics and text can be implemented to get your message across. The introduction (product/topic), body (information/graphics/visuals), and conclusion (call to action) of your product/topic (solution) belong in these panels.

Panels #5: Good area to place interviews, quotes, references, and statistics (remember to cite these); a "Frequently Asked Questions" (FAQ) section works well here as well. Remember to add your "call to action" for your product/topic/solution here.

Panel #6: Restate your call to action. Tell the reader exactly what you want them to do; tell them how to do it, and tell them to do it. Provide contact information.

A few tips:

- Do not crowd your panels, especially by using too much text. It is okay to have white space. Do not try to fill it all up. Remember you want your brochure to be easy to read.
- Use short sentences, short paragraphs and clear visuals.
- Consider carefully the colors you are selecting. Conduct some research on color schemes, how they relate to your topic, and how to combine colors that promote your topic more effectively.

Adapted from the effective brochure design webpage at University of Nebraska:

http://ianrpubs.unl.edu/live/g2028/build/g2028.pdf

Exercise #1: Thinking About Your Brochure

1. Describe the genre conventions that are typically used within a brochure.

2. What medium does a brochure typically use?

3. What are the advantages of this genre?

4. What are the disadvantages of this genre?

5. Describe your audience's expectations within this genre.
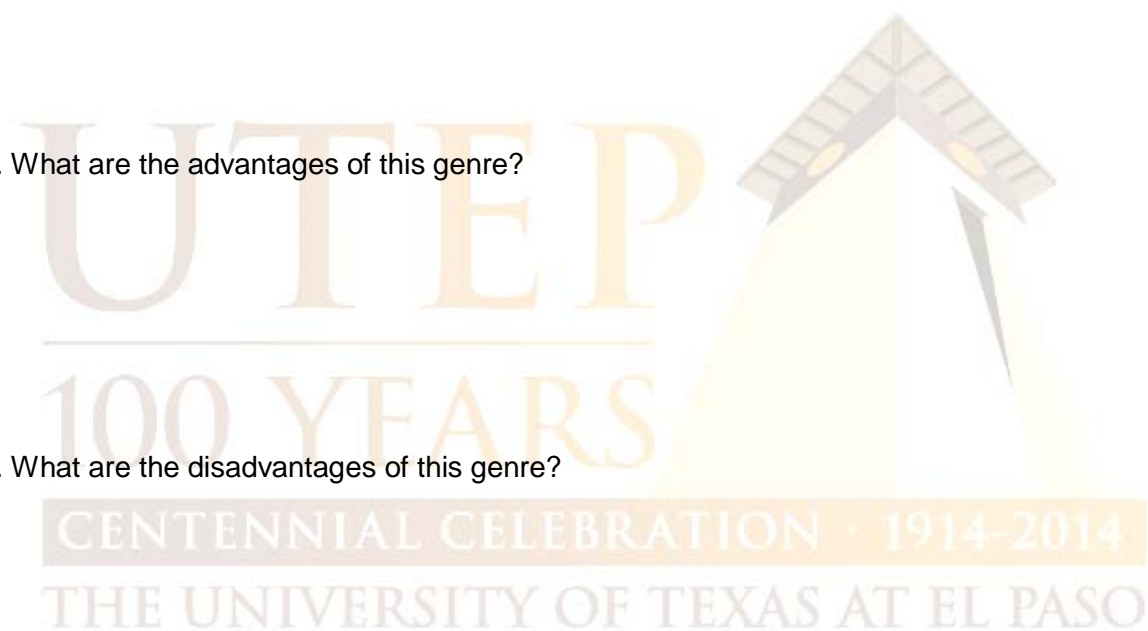
Exercise #2: Designing Your Brochure

1. What will you have to do to ensure that your brochure is balanced?

2. How will you use contrast in your brochure?

3. Where will you employ consistency in your brochure?

4. How can you use alignment and grouping to make your brochure more effective?

5. How will you use color in your brochure?

6. How else can you ensure that your brochure is well-designed?

Exercise #3: Executing Your Brochure

1. What problem does your brochure address?

2. What solution do you have for that problem?

3. What are the arguments in favor of your solution?

4. Identify which of these arguments can be represented visually, and explain how you would do so.

5. Discuss how you would adapt these visuals to the genre of the brochure.
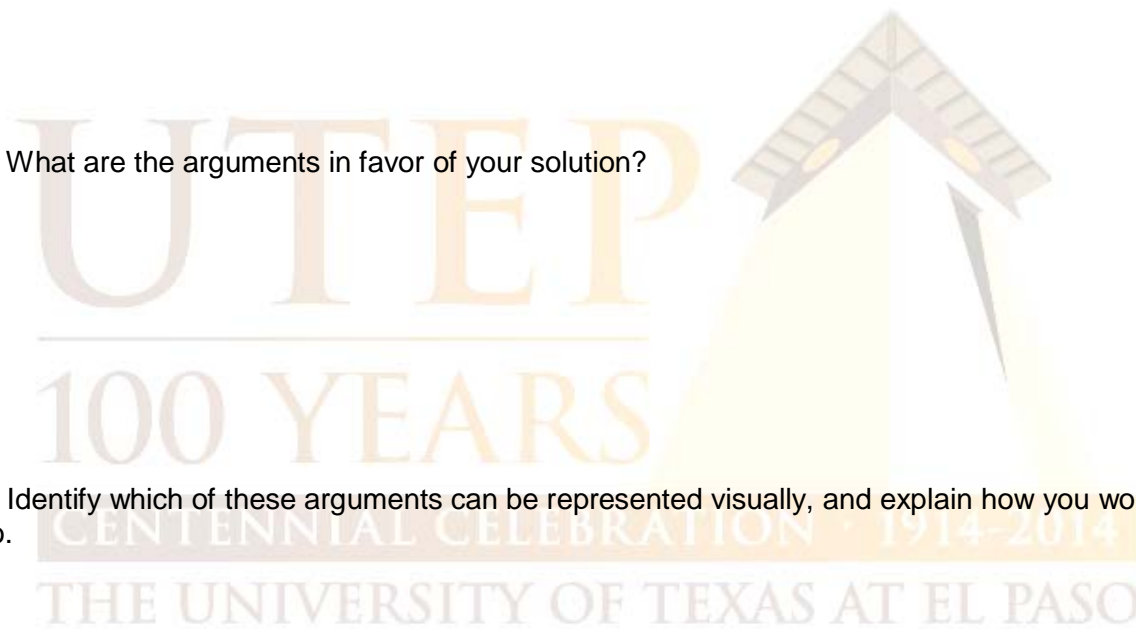
Exercise #4: Peer Review for Your Brochure

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Explain the brochure's argument and any suggestions for improving it.

2. Comment on the design of the brochure.

3. Evaluate the brochure's use of images and visual content.

4. Comment on the brochure's use of supplementary material and research.

5. Suggest one more way that the brochure could be improved.
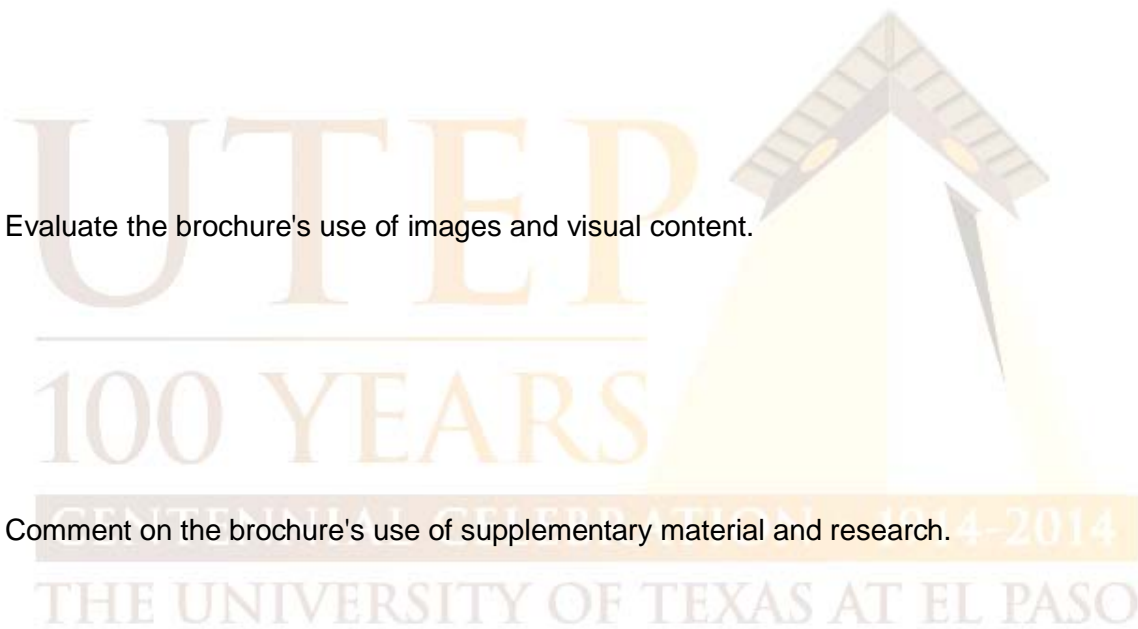
Exercise #5: Revisiting Your Brochure

Examine your brochure and answer the following questions. The answers to these questions will greatly aid in drafting your Project Assessment Memo.

1. What problems did you encounter in organizing and writing your brochure?

2. What role did audience play?

3. How did you select the issue/topic you chose?

4. What was the most challenging part of the project for you? Why?

5. What was your systematic approach?

6. What is the most effective aspect of your brochure in terms of presentation or design? Why?
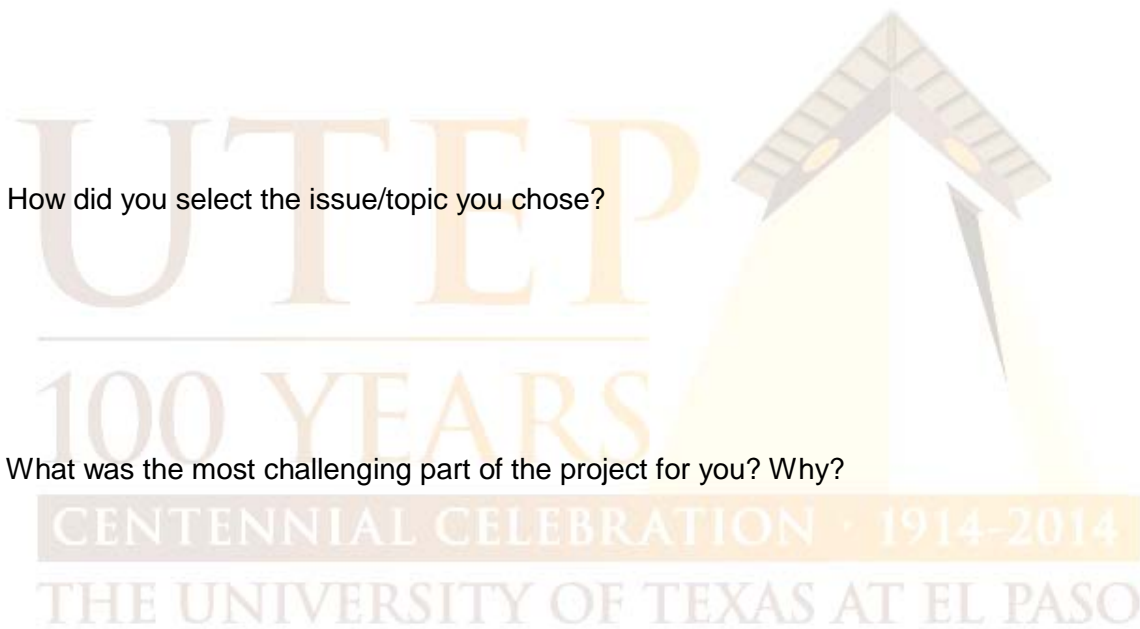
Option 3: Poster Series

Effective discourse takes many forms and uses a variety of media. The final project allows you to explore the community issue that you have spent a large part of the semester focusing on in a multimedia form. You will employ multimedia to advocate your position in a series of posters. In addition, you will write a memo detailing your rhetorical choices in the creation of your poster series.

Purpose: The purpose of creating a series of posters as your final project is to familiarize you with the process of creating a multimedia document. Specifically, you will learn how to utilize technology and non-standard media to convey a clear and straightforward message. The Project Assessment Memo, which will accompany your Poster, has two purposes. First, it reinforces your familiarity with writing a memo. Second, and more importantly, it encourages you to reflect on the rhetorical choices that you made in the creation of your poster.

Content/Subject: You may have noticed posters on campus advertising a certain product or attempting to raise awareness of a certain issue. Often, individual posters are part of series that explain a narrative or express complimentary arguments. This project requires you to create a series of posters. A poster is a document that employs both visual and textual information and is used for either informative and/or persuasive purposes. In this case, you will design a series of posters (2-4) that introduces the problem you discussed in your opinion piece. It should also describe and either explain or advocate for your solution to that problem. If your solution is complicated or consists of multiple steps, your poster should focus on explaining that solution. However, if your solution is easily understood, your series should focus on persuading your audience to put your solution into action.

After you complete your poster series, you will write a Project Assessment Memo that reflects critically on your rhetorical practices and evaluates the poster you have constructed. It should explain why you chose to construct it—through content, format, and design—in a particular way. When you write this memo, also address issues such as purpose, audience, and strategies, as well as the final documents themselves—the posters in your series.

Specific questions to answer include:

- What problems did you encounter in organizing and writing your posters?
- What role did discourse conventions and audience play?
- How did you select the issue/topic you chose?
- What was the most challenging part of the project for you? Why?
- What was your systematic approach?
- What is the most effective aspect of your poster in terms of presentation or design? Why?
- How did you make your design decisions?

Audience: Your audience will be a general audience and, most likely, will have little familiarity with your topic.

Constraints: Your project needs to follow the conventions of the poster and the memo. You will want to follow the specific guidelines below.

Make sure that each Poster:

- Is effectively designed.
- Utilizes visuals.
- Makes a clear and concise argument.
- Has an argument that is logical and sound.
- Is quickly and easily understood.
- Uses correct grammar, punctuation, spelling, and accessible language.
- Is professionally printed and published. You can do this on your own (if you know how), or take your product to a print shop to have it completed. Your instructor can help you in finding a local print shop to help you with this step.

Your Project Assessment Memo should use:

- Proper memo format for headings.
- Single-spaced block format.
- Traditional/professional font (Times New Roman, Cambria, Georgia, etc.).
- 400-600 words in length.
- Correct grammar, punctuation, and spelling.

Do

Offer your opinion.

Be creative and use color effectively.

Use high-quality visuals.

Do not

Use images without citing them.

Use low resolution, pixelated, or otherwise unclear visuals.

MHG Reading References

Choosing a Medium, Genre, and Technology for Your Communication.

This chapter provides strategies for selecting a medium and genre for publishing your work, some background on design, and information on several technologies including blogs and wikis. See especially "Technologies for Constructing Web Pages."

Communicating with Design and Visuals

This chapter gives great information on document design and other important considerations for web pages including proximity, contrast, alignment, color, and so on. This information will also be important for other assignments where you are asked to include a graphic.

Exercise #1: Thinking About Your Poster

1. Describe the genre conventions that are typically used within a poster.

2. What medium does a poster typically use?

3. What are the advantages of this genre?

4. What are the disadvantages of this genre?

5. Describe your audience's expectations within this genre.
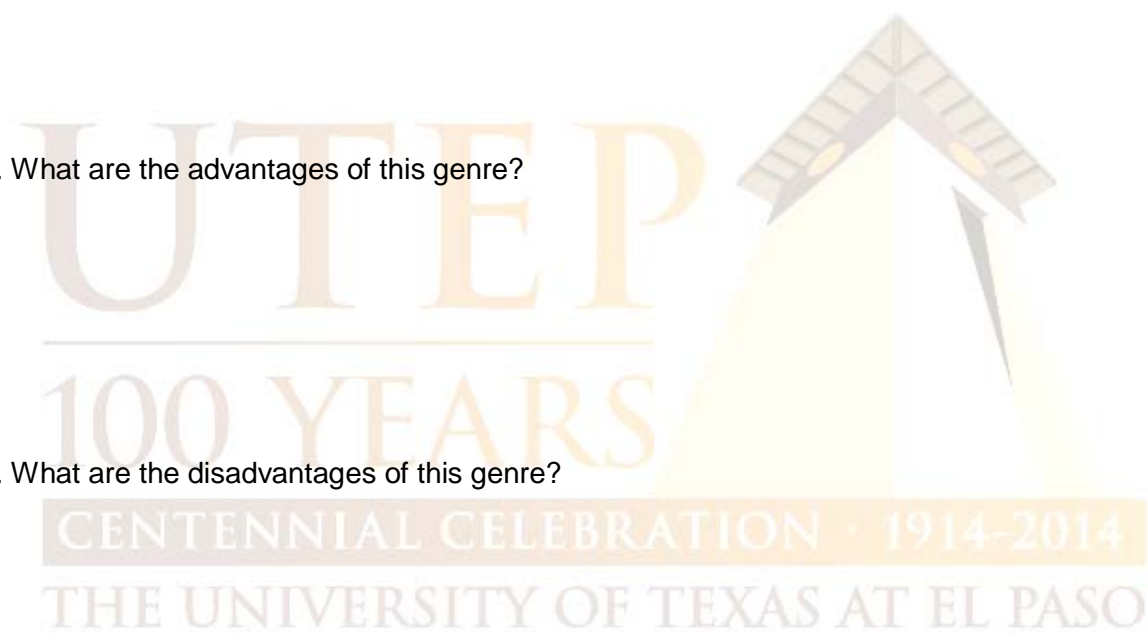
Exercise #2: Designing Your Poster

1. What will you have to do to ensure that your poster is balanced?

2. How will you use contrast in your poster?

3. Where will you employ consistency in your poster?

4. How can you use alignment and grouping to make your poster more effective?

5. How will you use color in your poster?

6. How else can you ensure that your poster is well-designed?

Exercise #3: Executing Your Poster

1. What problem does your poster address?

2. What solution do you have for that problem?

3. What are the arguments in favor of your solution?

4. Identify which of these arguments can be represented visually, and explain how you would do so.

5. Discuss how you would adapt these visuals to the genre of the poster.
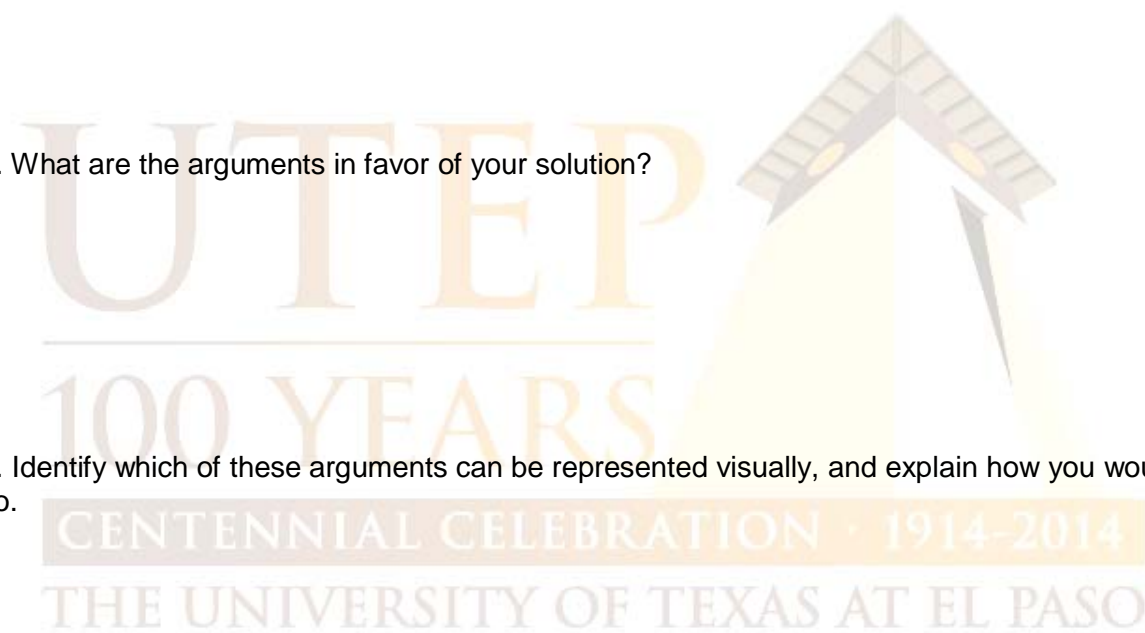
Exercise #4: Peer Review for Your Poster

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Explain the poster's argument and any suggestions for improving it.

2. Comment on the design of the poster.

3. Evaluate the poster's use of images and visual content.

4. Comment on the poster's use of supplementary material and research.

5. Suggest one more way that the poster could be improved.
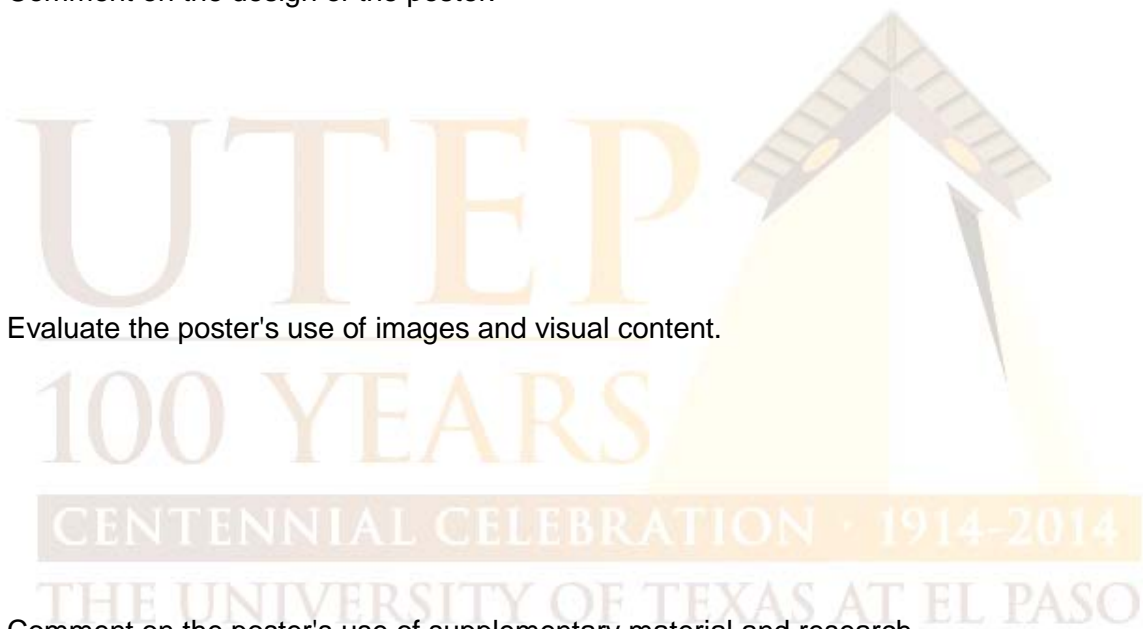
Exercise #5: Revisiting Your Poster

Examine your poster and answer the following questions. The answers to these questions will greatly aid in drafting your Project Assessment Memo.

1. What problems did you encounter in organizing and creating your poster?

2. What role did audience play?

3. How did you select the issue/topic you chose?

4. What was the most challenging part of the project for you? Why?

5. What was your systematic approach?

6. What is the most effective aspect of your Poster in terms of presentation or design? Why?
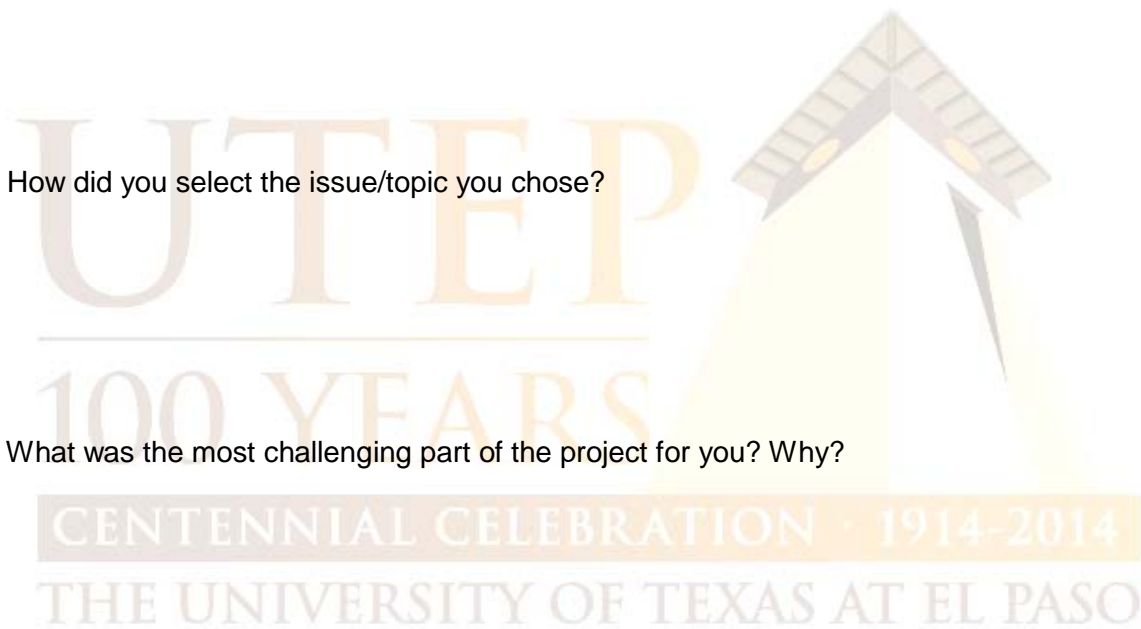
Option 4: Public Service Announcement

Effective discourse takes many forms and uses a variety of media. The final project allows you to explore the community issue that you have spent a large part of the semester focusing on in a multimedia form. You will employ multimedia to advocate your position in your opinion piece. In addition, you will write a memo detailing your rhetorical choices in the creation of your Public Service Announcement, or PSA.

Purpose: The purpose of creating a PSA as your final project is to familiarize you with the process of creating a multimedia document. Specifically, you will learn how to utilize technology and non-standard media to convey a clear and straightforward message. The Project Assessment Memo, which will accompany your PSA, has two purposes. First, it reinforces your familiarity with writing a memo. Second, and more importantly, it encourages you to reflect on and articulate the rhetorical choices that you made in the creation of your PSA.

Audience: Your audience will be a general audience and, most likely, will have little familiarity with your topic.

Content/Subject: This project requires you to create a PSA that focuses on your social issue. It should range from 30 seconds to 1 minute in length and employ visual and audio information for informative *and* persuasive purposes. In this case, you will design a PSA that introduces the problem you discussed in your opinion piece. It should also describe and either explain or advocate for your solution to that problem. If your solution is complicated or consists of multiple steps, your PSA will need to find the simplest way to convey this.

After you create your PSA, you will write a Project Assessment Memo that reflects critically on your rhetorical practices and evaluates the PSA you have constructed. It should explain why you chose to construct it—through content, format, and design—in a particular way.   When you write this memo, also address issues such as purpose, audience, strategies as well as the final product itself—the Public Service Announcement.

Specific questions to answer include:

- What problems did you encounter in organizing and writing your Public Service Announcement?
- What role did discourse conventions and audience play?
- How did you select the issue/topic you chose?
- What was the most challenging part of the project for you? Why?
- What was your systematic approach?
- What is the most effective aspect of your PSA in terms of presentation or design? Why?
- How did you make your design decisions?

Constraints: Your project needs to follow the conventions of the Public Service Announcement and the memo. You will want to follow the specific guidelines below.

Make sure that the PSA:

- Is 30 seconds to 1 minute in length.
- Is effectively designed.
- Utilizes visuals, text and/or audio (voice/music/sound effects).

- Makes a clear and concise argument.
- Has an argument that is logical and sound.
- Is quickly and easily understood.
- Uses correct grammar, punctuation, spelling, and accessible language.
- Provides "reference credits" for borrowed sources at the end of your PSA. Credit(s) will **not** be counted as part of the time constraint.

Your Project Assessment Memo should use:

- Proper memo format for headings.
- Single-spaced block format.
- Traditional/professional font (Times New Roman, Cambria, Georgia, etc.).
- 12 pt. font.
- 400-600 words in length.
- Correct grammar, punctuation, and spelling.

MHG Reading References

Choosing a Medium, Genre, and Technology for Your Communication.

This chapter provides strategies for selecting a medium and genre for publishing your work, some background on design, and information on several technologies including blogs and wikis. See especially "Technologies for Constructing Web Pages."

Communicating with Design and Visuals
This chapter gives great information on document design and other important considerations for web pages including proximity, contrast, alignment, color, and so on. This information will also be important for other assignments where you are asked to include a graphic.

Exercise #1: Thinking About Your PSA

1. Describe the genre conventions that are typically used within a PSA.

2. What medium does a PSA typically use?

3. What are the advantages of this genre?

4. What are the disadvantages of this genre?

5. Describe your audience's expectations within this genre.
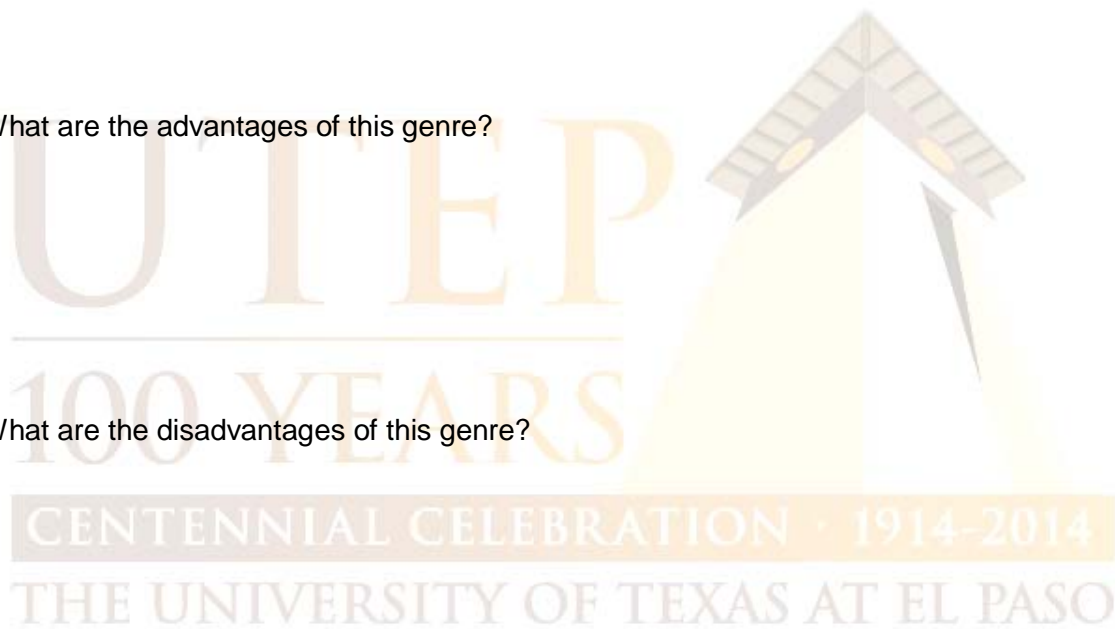
Exercise #2: Designing Your PSA

1. What will you have to do to ensure that your PSA is balanced?

2. How will you use contrast in your PSA?

3. Where will you employ consistency in your PSA?

4. How can you use alignment and grouping to make your PSA more effective?

5. How will you use color in your PSA?

6. How else can you ensure that your PSA is well-designed?
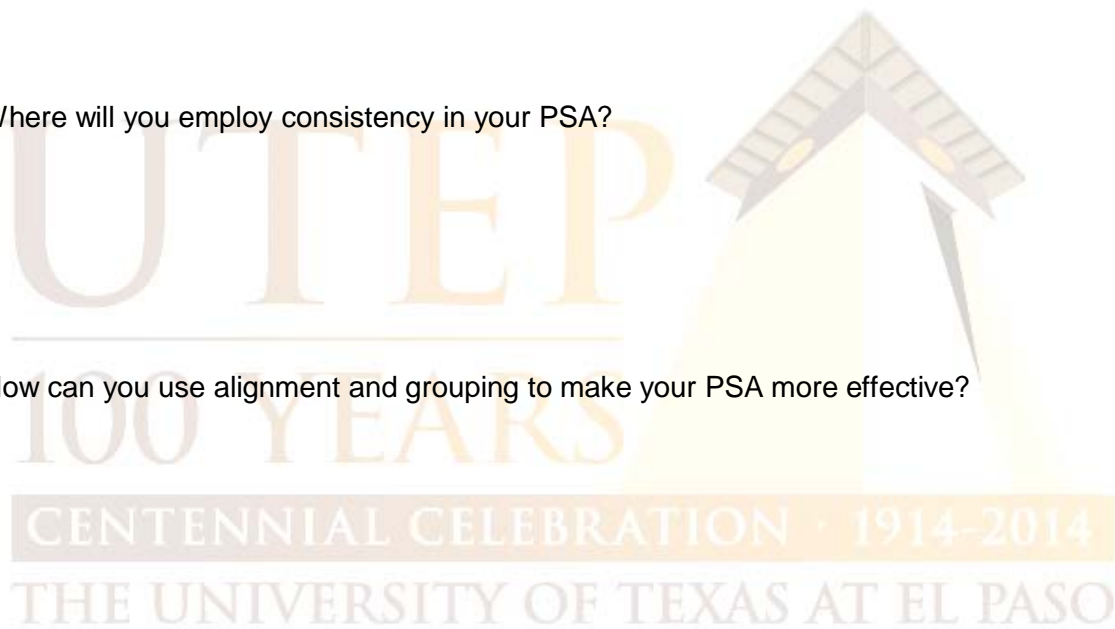
[Exercise #3: Executing Your PSA](#)

1. What problem does your PSA address?

2. What solution do you have for that problem?

3. What are the arguments in favor of your solution?

4. Identify which of these arguments can be represented visually, and explain how you would do so.

5. Discuss how you would adapt these visuals to the genre of the PSA.
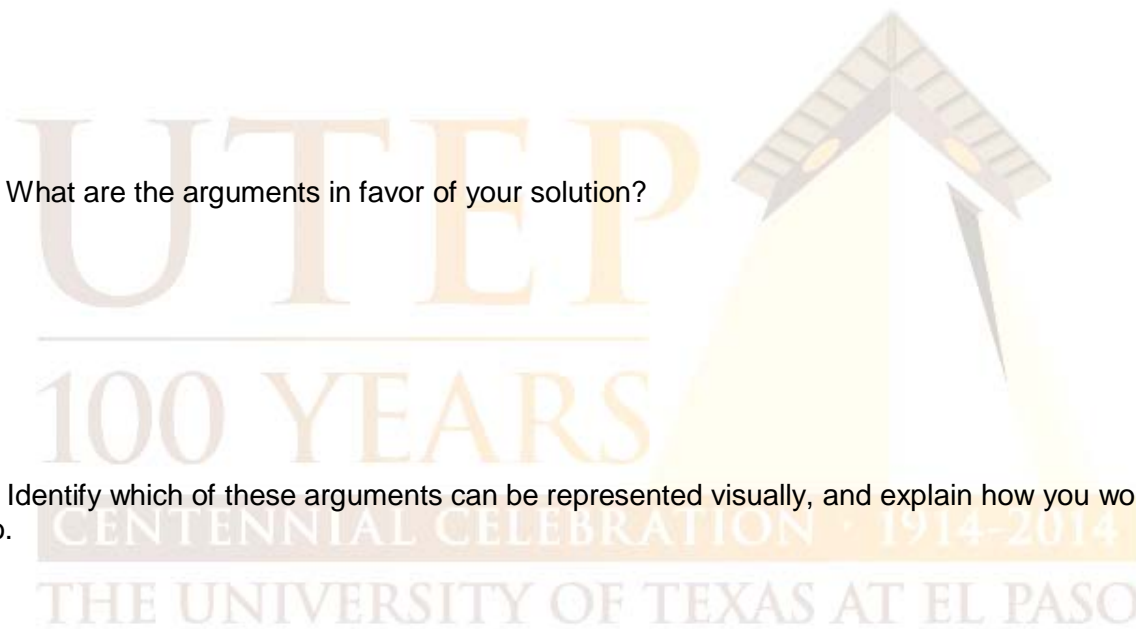
Exercise #4: Peer Review for Your Public Service Announcement

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Explain the public service announcement's argument and any suggestions for improving it.

2. Comment on the design of the public service announcement.

3. Evaluate the public service announcement's use of images and visual content.

4. Comment on the public service announcement's use of supplementary material and research.

5. Suggest one more way that the public service announcement could be improved.

[Exercise #5: Revisiting Your PSA](#)

Examine your PSA and answer the following questions. The answers to these questions will greatly aid in drafting your Project Assessment Memo.

1. What problems did you encounter in organizing and creating your PSA?

2. What role did audience play?

3. How did you select the issue/topic you chose?

4. What was the most challenging part of the project for you? Why?

5. What was your systematic approach?

6. What is the most effective aspect of your PSA in terms of presentation or design? Why?
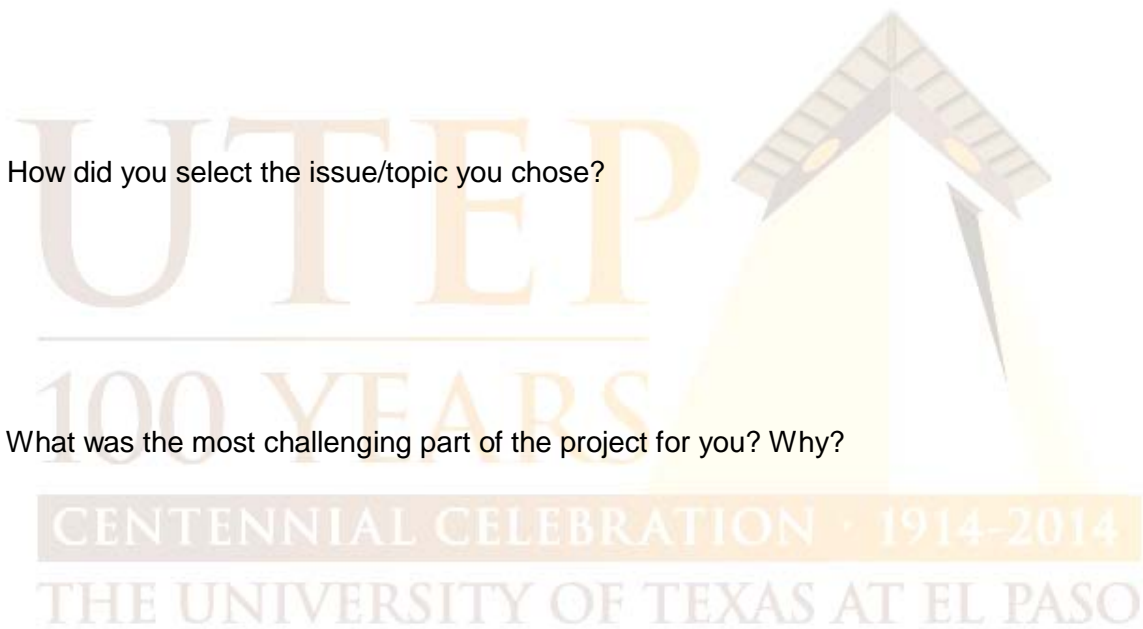
Assessment Rubric for the Visual Argument Project* Part One: The Project

| CATEGORY	A	B	C	D	F
Purpose **30 pts.**	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the project.	Project has no evident purpose and/or focus.
Design: **25 pts.**	Design is professional and well executed. Text wrap and graphics are used as needed.	Design is mostly professional and well executed. Text wrap and graphics are used as needed.	Design somewhat professional and somewhat well executed. Text wrap and graphics could have been better implemented.	Design is not visually appealing and/or is minimally well-executed.	There is no design and poorly executed.
Ethos: Is the project credible? **15 pts.**	Project uses strong arguments and evidence to display credibility.	Most of the project's arguments and evidence is strong.	Project's arguments and evidence are uneven in quality, though overall they are adequate.	One or more of the project's arguments and evidence is significantly weak.	Project does not use any effective arguments or evidence.
Pathos: Project appeals to the reader's values and beliefs. **15 pts.**	Project uses effective strategies to appeal to the reader's values and beliefs.	Most of the project's appeals to the readers' values and beliefs are effective.	Project's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	One or more of the project's appeals to the readers' values and beliefs are significantly inadequate.	Project did not use any effective appeals to the readers' values and beliefs.
Logos: Is the piece well organized? Logical? **15 pts.**	Project's organization and logic are excellent.	Most of the project's organization and logic are excellent.	Project's organization and logic are uneven, though overall they are adequate.	Project has at least one major problem with organization and/or logic.	Project does not use effective organization and/or logic.

Assessment Rubric for the Visual Argument Project* Part Two: The Memo

CATEGORY	A	B	C	D	F
Analysis **15 pts.**	Specific, developed analysis and insightful observations.	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undeveloped analysis.	Analysis is sparse and lacks insight.	No relevant analysis and insightful observations made.
Supporting Details **10 pts.**	Support information is related to analysis and relevant to the claims about the topic/subject	Support information has minor weaknesses relative to analysis and/or relevance to the topic/subject.	Support information has major weaknesses relative to analysis and/or relevance to the topic/subject.	An attempt has been made to add support information, but the claims were unrelated or confusing.	Support information irrelevant or not found.
Writing Fluency: Clear, Concise, Correct **15 pts.**	Demonstrates skillful writing fluency in terms of clear, concise, and professional writing.	Demonstrates reasonable writing fluency in terms of clear, concise, and professional writing.	Demonstrates minimal writing fluency in terms of clear, concise, and professional writing.	Writing fluency is lacking n terms of clear, concise, and professional writing.	No writing fluency—unreadable.
Design: **10 pts.**	Design is professional and adheres to the all design require-ments.	Design is mostly professional and adheres to most of the design require-ments.	Design somewhat professional and does not adhere to at least one of the design require-ments.	Design is not professional and/or does not adhere to one or more design require-ments.	There is no design and poorly executed.

Visual Argument Presentation (Photo Story, Brochure, Poster, PSA)

Presentations can be seen as a form of teaching, and one way to show you truly have knowledge of a subject/topic is to be able to articulate it verbally to others. Besides the written and visual discourse communities we have learned about and created, oral communication is just as powerful and requires just as much skill to be completed effectively.

Purpose: The purpose of this presentation is to present your Visual Argument to the class. You will gain practice in giving oral presentations, and you will have another chance to revisit the work you have done. Additionally, the questions and comments from your classmates may give you further insights into your work or your chosen community issue.

Audience: This presentation should be addressed to an audience of your scholarly peers who will, most likely, only have a casual familiarity with your community issue.

Content/Subject: You will present your Visual Argument and discuss the process of creating it (if you created an assessment memo, it will be helpful in planning this presentation). You should provide a brief introduction and conclusion as well as explain your final project to the class.

General tips for giving a presentation include:
- Be prepared. The more you know what you want to say and how you want to say it the less awkward your presentation will be.
- Practice. Do not try to "wing it." Much like the writing we have done in the course, presentations require some "rough" starts before you end up with a good final product. Practice beforehand.

Constraints: Your oral presentation may make use of electronic presentation software, such as PowerPoint, and should:

- Be 5-7 minutes long.
- Include an introduction—introduce yourself and your community issue.
- Present the Visual Argument that you created.
- Ensure that the problem and its solution are clearly identified.
- Provide closing statements justifying the implementation of your solution.

Assessment Rubric for the Visual Argument Project* Part Three: The Presentation

CATEGORY	A	B	C	D	F
Content **20 pts.**	Shows a full understanding of the topic.	Shows a good understand-ing of the topic.	Shows an adequate understand-ing of the topic.	Does not seem to understand the topic very well.	Shows no understand-ing of the topic.
Assignment Guidelines **25 pts.**	The community issue, the problem, and its solution are clearly identified. Closing statements justify the implementa-tion of the solution.	The community issue, the problem, and its solution are adequately identified. Closing statements justify the implementa-tion of the solution.	The community issue, the problem, and its solution are identified. Closing statements attempt to justify the implementa-tion of the solution. The points could be clearer.	The community issue, the problem, and its solution are somewhat identified. Closing statements attempt to justify the implementa-tion of the solution. The points could be much clearer.	The community issue, the problem, and its solution are unclear. Closing statements fail to justify the implement-ation of the solution.
Preparedness **15 pts.**	Student is exceptionally prepared and has obviously rehearsed.	Student seems pretty prepared, but might have needed a couple more rehearsals.	Student is adequately prepared, but it is clear that rehearsal was lacking.	Student is inadequately prepared or rehearsed.	Student lacks any preparation or rehearsal.

ASSIGNMENT #9: Writing to Convince and Solve Problems

Now that you have expressed your professional opinion and demonstrated your disciplinary and topic knowledge in the format of a multimodal discourse, you will now apply these skills to a written, textual document. Your instructor will let you know which of the following options you are expected to complete.

Option 1: Opinion Piece

An opinion piece expresses a concise and focused opinion about a particular issue. For this assignment, you will write an opinion piece about the community issue that you have been focusing on all semester. You will focus on one aspect of your community issue and argue for a solution to a problem. Most likely, this will involve advocating for a policy change. A policy is a course of action. It can be a statement of principle on which people base their behavior, such as policies that determine ethical behaviors or transactions in business or organizational relationships. It can also be a law or rule that regulates behavior, such as setting up cameras to catch traffic violations at busy intersections or an anti-harassment policy at a workplace.

Purpose: This assignment exposes you to the genre of an opinion piece or "op-ed," which is public writing. The opinion piece is normally a text that expresses an opinion and is commonly published by newspapers, magazines, and advocacy websites. It is a persuasive/argumentative piece and will prompt you to use each of the rhetorical strategies of logos, pathos, and ethos–in varying degrees–in order to strengthen the readers' acceptance of your course of action.

Audience: Your audience will consist of your professor, your academic peers, and a specific audience that would be reading the type of publication in which your opinion piece might appear. In order to think about where your op-ed would be published, you need to consider who your intended audience is—who do you want to convince or persuade? Who needs to read what you have to say? What action would like your audience to take?

Content/Subject: In your opinion piece, you need to identify one problem related to your issue and advocate for a specific solution that will help or eliminate the problem you have identified. Your piece needs to convince your audience that:

- There is a problem.
- Your solution can fix or help that problem.

Your writing needs to be effective and efficient because you will only have a limited space to accomplish these goals. You should include relevant information and sound reasoning in order to convince your audience of your argument.

Constraints: An opinion piece is a genre of public writing that focuses on the quick and clear expression of an argument in a restricted space. As a result, the writing is often very precise and concise to maximize the amount of space available. You should ensure that your opinion piece has a clear, understandable argument and makes use of correct, grammatical sentences.

Specific guidelines for the assignment include:

- Clear introduction to issue.
- Effective, concise discussion of your issue's problem and solution.
- Sophisticated development of logos, pathos, and ethos.
- 400-600 words in length.
- Adherence to APA format.
- Use of concise language.
- Correct grammar, punctuation, and spelling.

Do

Read samples in various newspapers to understand the genre.

Offer your opinion, arguing for a solution to the community problem you discuss.

Develop a strong opening sentence to draw your audience in.

Do not

Use APA-style in-text citations but include a reference list.
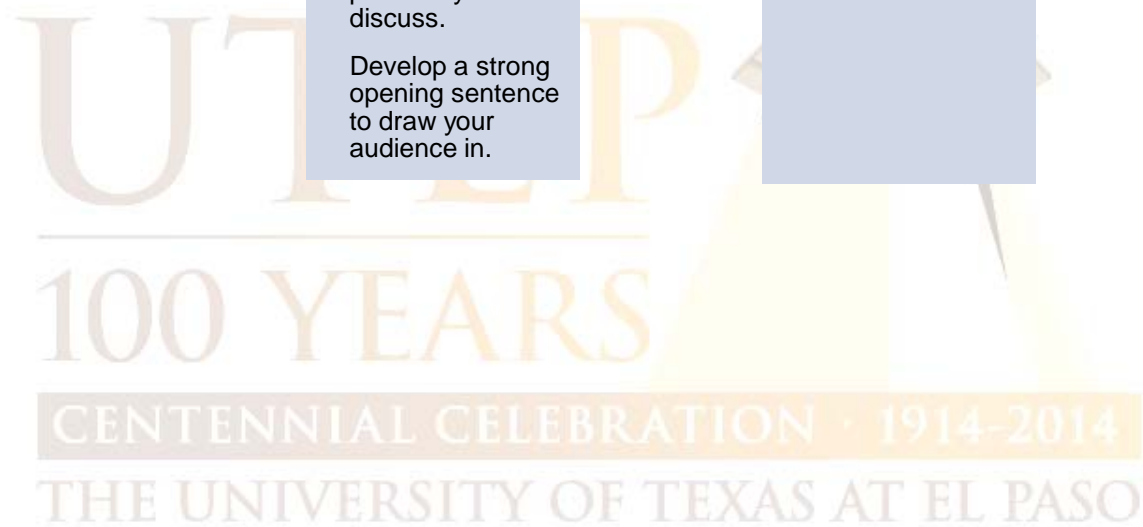
MHG Reading References

Writing to Convince

This chapter will help you to set writing goals and to understand the purposes and processes of writing to convince. See especially **Rhetorical Considerations in Persuasive Writing and Learning the Qualities of Effective Persuasive Writing.**

Genres Close Up: Writing an Editorial

This short section provides a bulleted list that explains the purposes of an editorial or opinion piece.

Writing to Solve Problems

Because the assignment asks you to propose a solution, this chapter is also useful reading. This chapter will help you to set writing goals and to understand the purposes and processes of writing to solve problems. See especially **Rhetorical Considerations and Learning the Qualities of Effective Proposals.**

Using Strategies that Guide Readers

This chapter will guide you through some of the basic principles of good writing such as creating a thesis, writing paragraphs, topic sentences, conclusions, and so on.

Using Strategies for Argument

This chapter is useful for helping you make writing decisions about composing your argument in the op-ed. It includes ways to use logos, ethos, and pathos.

Assessment Rubric for Opinion Piece/Persuasive Letter*

CATEGORY	A	B	C	D	F
Focus **20 pts.**	Response maintains focus on topic/subject throughout response.	Response may exhibit minor lapses in focus on topic/subject.	Response may lose or may exhibit major lapses in focus on topic/subject.	Response may fail to establish focus on topic/subject.	Response lacks focus.
Ethos: **15 pts.**	The writer uses strong arguments and introduces evidence to show high quality sources.	Most of the writer's arguments and evidence is strong. Quality of sources is evident.	The writer's arguments and evidence are uneven in quality, though overall they are adequate. Source quality appears questionable.	One or more of the writer's arguments and evidence is significantly weak. Source quality appears poor.	The writer did not use any effective arguments or evidence. Source quality is poor or unknown.
Pathos: **15 pts.**	The writer uses effective strategies to appeal to the reader's values and beliefs.	Most of the writer's appeals to the readers' values and beliefs are effective.	The writer's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	One or more of the writer's appeals to the readers' values and beliefs are significantly inadequate.	The writer did not use any effective appeals to the readers' values and beliefs.
Logos and Research: **25 pts.**	The writer's organization and logic is strong. Research effectively supports the argument and is correctly cited, both in-text and on Reference page or notes.	Most of the writer's organization and logic is strong. Most of the research supports the argument and is correctly cited both in- text and on Reference page or notes.	The writer's organization and logic is uneven, though overall they are adequate. The research is uneven in quality, though overall it is adequate, and it is mostly correctly cited both in-text and on Reference page or notes.	The writer has at least one major problem with organization and/or logic. Significant portion of research fails to support the argument and/or is incorrectly cited either in- text and on reference page or notes.	The writer did not use effective organization and/or logic. No research and/or fails to support the argument and/or is incorrectly cited either in-text or on Reference page or notes.

Logos and Research: 25 pts.	The writer's organization and logic is strong. Research effectively supports the argument and is correctly cited, both in-text and on Reference page or notes.	Most of the writer's organization and logic is strong. Most of the research supports the argument and is correctly cited both in- text and on Reference page or notes.	The writer's organization and logic is uneven, though overall they are adequate. The research is uneven in quality, though overall it is adequate, and it is mostly correctly cited both in-text and on Reference page or notes.	The writer has at least one major problem with organization and/or logic. Significant portion of research fails to support the argument and/or is incorrectly cited either in- text and on Reference page or notes.	The writer did not use effective organization and/or logic. No research and/or fails to support the argument and/or is incorrectly cited either in-text or on Reference page or notes.
Writing Fluency: 25 pts.	Demon-strates skillful writing fluency, exhibits few or no grammar and mechanical errors. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Writing is unclear.	Writing is not fluent; it is unclear.

*Rubrics are subject to minor changes. Students will be notified if changes occur.

High-stakes Testing: A Reliable System or an Unnecessary Evil?

An editorial by Carlos Nevarez

Concerned parents, teachers, and tax-paying citizen extraordinaire may stop for a few seconds and ponder the puzzling issue of high dropout rates in the nation. Every time they witness the lost potential of the young Wal-Mart working force or the helpless army of street peddlers, it may leave all those concerned shocked in disbelief and bring back memories when things weren't this way; memories of a time when the education system seemed flawless. In the early 1980's, minimum competency testing (MCT) began to be implemented in large scope under numerous state education departments (National Board on Educational Testing and Public Policy). Texas, one of the first states to use MCT's to determine graduation, has been regularly linked with the worst graduation rates in the country. Researcher Sean Reardon argues that it is in the main interests of numerous states such as Texas to abandon or thoroughly modify their standardized minimum competency tests because of the thousands of students who struggle to pass these tests.

MCT's or TAKS, as they are called in my home state of Texas, are designed to assess the average student's minimum learning capabilities and their results actually determine grade promotion, retention or graduation. Unlike students in past decades, students now have to engage in high-stakes testing which can have a dramatic effect in deciding their academic fate. Test opponents like Reardon contend

A girl from an unidentified Texas school faces the elevated pressures of high-stakes testing as she concentrates on her TAKS test.

that MCT's slant toward a low-level skills curriculum and actually augment the dropout ratio by severely discouraging students who fail a test. I myself have been part of the MCT system in Texas, and I must concur with the critics in admitting that high-stakes testing draws away significantly from the learning content.

High-stakes tests are commonly linked to derailing flaws that corrode the very principles that many education institutions claim to instill. Studies by researchers at the National Board on Educational Testing and Public Policy have shown that grade retention is harmful and retrogressive since it diminishes students' academic self-esteem, increasing the chance that a student will drop out. Furthermore, a 1979 article in *Educational Researcher* notes that a substantial percentage of children in the nation are of the lower side of the intelligence spectrum (70-90 in IQ) and cannot achieve over their limits. MCT's however are clearly tailored for the average student's intellect, and it expects students to at least meet this standard.

fter further research, I have devised a few alternatives based on the observations of some critics. One of the alternatives would be of course to eliminate MCT's or use them merely as a guide for the improvement of instruction but not as determinant for grade progression. A more passive solution would be to follow Reardon's advice, allowing individual school districts to set their tests to their own standards instead of the state's standards. Howard Dunlap, Fulton County administrator, offers an innovative solution where school districts would administer a screen test that would organize students according to their aptitude levels, MCT's would then be set to each

student's capabilities.

States with the highest dropout rates such as Texas and Florida continue using higher-stake tests usually leading up to the same grim results; great discontent in Texas has led to constant reforms in its educational system. To allow minimum competency tests to continue operating normally would be to augment or completely ignore the dropout issue which has been closely linked to it.

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[Student Model #2: Opinion Piece](#)

Revitalizing El Segundo Barrio

An editorial by Angelina Montalvo

The historic and culturally rich neighborhood El Segundo Barrio and its constituents have been faced with the issue of redevelopment and revitalization repeatedly throughout its history. Each proposed plan has been met with mistrust and ill desire to follow through with any of the suggested ideas for helping to improve the neighborhood. The negative feedback coming from the residents though has its sound reasoning and needs to be treated delicately. For a revitalization plan to become successful, it is essential to listen to the needs and requests of that neighborhood's constituents. The last step though, which does not always occur, is the residents having an understanding of how the process works and to know they themselves must take action if they want to further improve their neighborhood. A great deal of time on the city's part must be put in to get to understand and learn about the neighborhood and its residents.

A major concern about the present plan being proposed for El Segundo Barrio is that the resident's needs and concerns must be addressed for them to indorse the plan. The residents for example are demanding eminent domain shall not be used at any time during the revitalization process in order to protect them from being displaced from their homes. The city has acknowledged this request and is going to respect this concern. Issues may arise though, where it is inevitable for some residents to be displaced temporarily from their homes such as an apartment building being "red flagged" for various violations and being labeled a hazard to live in. Residents must understand this is out of the local government's control, the city, and must adhere to the laws. The proposed plan though is trying to help out the residents though by designating buildings for the temporarily displaced, which I believe was a smart move on the city's part because they are trying to stay one step ahead. This is great example current plan showing more signs of having success because it is addressing the citizens needs to the best of the city's abilities and foresight.

Another issue raised among the citizens though is being provided with more services because a majority of the residents are low income. The proposed plan can only do such much about this because they are limited due to funding and cannot provide everything the citizens are requesting. If the residents of El Segundo Barrio want their neighborhood to become as they in vision it to potentially be it requires a lot f involvement on their parts too. They cannot depend on the city alone to fulfill their vision. The residents of El Segundo Barrio must realize they need to see the city as a helping hand pushing them towards their ultimate goals of having a safe and thriving neighborhood. The constituents need to use the data the city is collecting and use it for their own purposes to apply for their own federal grants and funding. The Chamizal area for example, after their plan was approved, some nonprofit organizations took it a step farther to help themselves and applied for federal grants and invested in themselves to help further their economic and living status. If more residents were supportive and active, they would see how much more of a difference it would make for their community.

If the residents of El Segundo Barrio were to collaborate more holistically it would make a striking difference in empowering them to better their current distressed situation. The city is doing what they can, with respect to the resident's concerns, to help re-stimulate the neighborhood without causing dramatic changes to the neighborhoods heritage. The final result is ultimately based off of the resident's willingness to further pursue their success.

Exercise #1: Student Model Evaluation

After you have evaluated the opinion piece using the rubric, please respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Opinion Piece? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Opinion Piece did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your opinion piece?

Option 2: Persuasive Letter

The goal of a persuasive letter is for you to voice your opinion and call for an action that surrounds the community problem that you have been researching. In addition, it will give you the opportunity to demonstrate your understanding and use of the rhetorical appeals (logos, pathos, and ethos) to influence your audience. Although your written work will be briefer, use Alex Lightbourne's *Letter to President Bush* as a model.

Purpose: This assignment helps you fine-tune your persuasive skills. In previous assignments, you were asked to practice how analyzing how other authors used the rhetorical appeals to develop their argument. This assignment asks you to move from analysis to synthesis, thereby using the skills you have learned to develop an effective argument.

Audience: In order to decide who your audience is, you must determine what action you would like to see take place. You might address your letter to a specific politician, leader, or even to the editor of a newspaper, which is really a way of reaching the general public or a specific community. For the purposes of the course, your audience will also consist of your professor and scholarly peers.
.
Content/Subject: Your persuasive letter will consist mainly of your opinion of an issue surrounding the community problem you have chosen. Write a thesis statement, listing 3-5 major points that you will develop throughout the body of the letter. Each point should be effectively supported by weaving appeals to logos, pathos, and ethos into the content.

Constraints: It is particularly important that you be conscious of developing your ethos in this assignment. In order for your audience to be persuaded, they must trust you. Therefore, it is important that your writing reflect sophistication and intellect appropriate to college-level writing. Make sure to use vocabulary that reflects your education, but also that is appropriate to the audience and topic.

Specific guidelines for the assignment include:

- Full block or modified letter block format.
- Single-spaced with double spacing in between paragraphs.
- Clear introduction and conclusion.
- Organization of major points.
- 400-600 words in length.
- Sophisticated development of logos, pathos, and ethos.
- Use of concise language.
- Correct grammar, punctuation, and spelling.

Do

Offer your opinion, arguing for a solution to the community problem you discuss.

Develop a strong opening sentence to draw your audience in.

Show respect for your audience's opinion if they are likely to be opposed to your idea.

Do not

Use APA-style in-text citations but include a reference list.

MHG Reading References

Writing to Convince

This chapter will help you to set writing goals and to understand the purposes and processes of writing to convince. See especially **Rhetorical Considerations in Persuasive Writing and Learning the Qualities of Effective Persuasive Writing.**

Writing to Solve Problems

Because the assignment asks you to propose a solution, this chapter is also useful reading. This chapter will help you to set writing goals and to understand the purposes and processes of writing to solve problems. See especially **Rhetorical Considerations and Learning the Qualities of Effective Proposals.**

Using Strategies that Guide Readers

This chapter will guide you through some of the basic principles of good writing such as creating a thesis, writing paragraphs, topic sentences, conclusions, and so on.

Using Strategies for Argument

This chapter is useful for helping you make writing decisions about composing your argument in the letter. It includes ways to use logos, ethos, and pathos.

Exercise #2: Thinking About Your Opinion Piece/Persuasive Letter

1. How does an opinion piece/persuasive letter open?

2. How does an opinion piece/persuasive letter close?

3. What is the rhetorical difference between convincing and persuading?

4. Describe the genre conventions that are typically used within an opinion piece/persuasive letter.

5. What medium does an opinion piece/persuasive letter typically use?

6. What are the advantages of this genre?
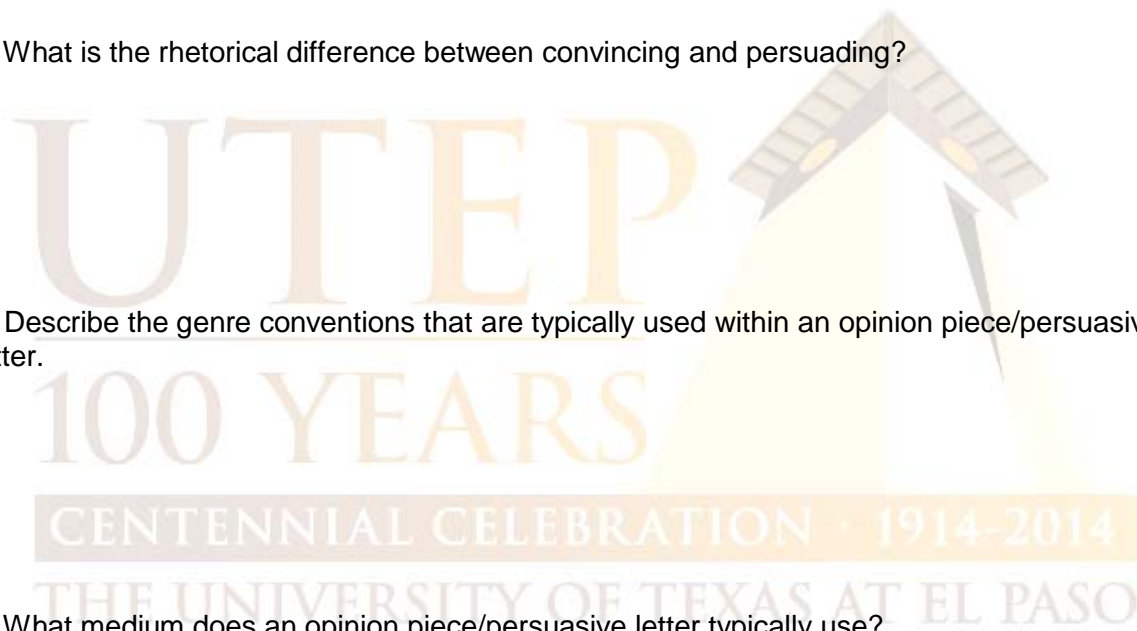
7. What are the disadvantages of this genre?

8. Describe your audience's expectations within this genre.

9. Who is your audience, and what specific strategies will you employ in order to appeal to that audience?

Exercise #3: Designing Your Opinion Piece/Persuasive Letter

1. List the major points that your opinion piece/persuasive letter will make.

2. Develop and justify a logical order for these points.

3. Explain how you will transition from one point to another.

4. Indicate which rhetorical appeal (logos, pathos, ethos) applies to each of the points you have been discussing.
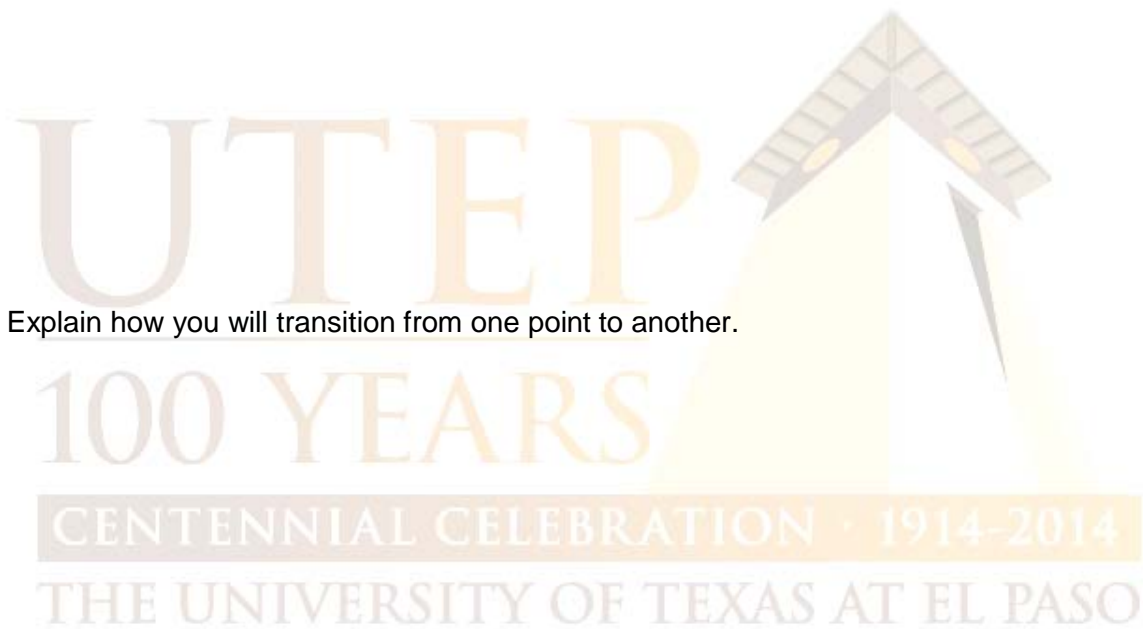
Exercise #4: Executing Your Opinion Piece/Persuasive Letter

Use the space below to construct an opening to your opinion piece/persuasive letter that serves the purposes of the organization that you developed.

Exercise #5: Peer Review for Your Opinion Piece/Persuasive Letter

Either in-class or online, exchange your draft with one or two classmates. Use the prompts below to provide feedback on the draft.

1. Is the piece of the required length? If not, make suggestions for lengthening or shortening it.

2. Describe the solution being advocated. If one is not being advocated, suggest two solutions that deal with the piece's issue and problem.

3. How can the writing quality of the piece be improved? Use specific examples from the piece.

4. Evaluate the use and citation of outside sources. Make suggestions for improvements.

5. Make one more suggestion for improving the piece.
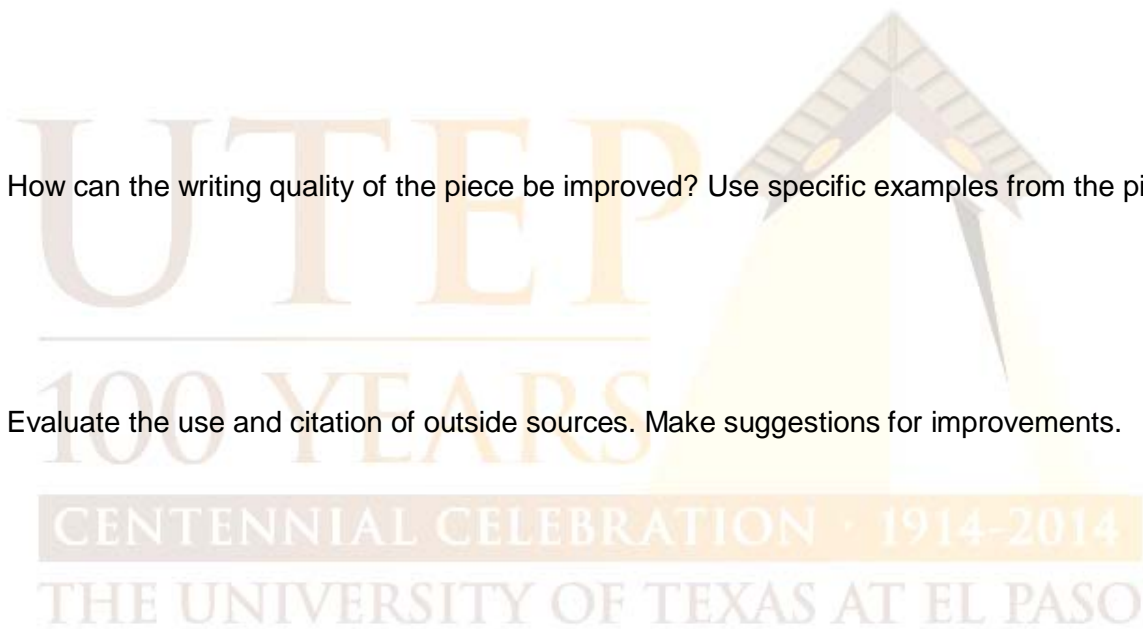
Exercise #6: Revisiting Your Opinion Piece/Persuasive Letter

1. What do you think were the strongest and weakest points you made? Why?

2. How could you have revised your work to make it more convincing or persuasive?

Exercise #7: Opinion Piece/Persuasive Letter Self-Evaluation

Now that you have submitted your final draft of the Opinion Piece/Persuasive Letter and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did your instructor suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
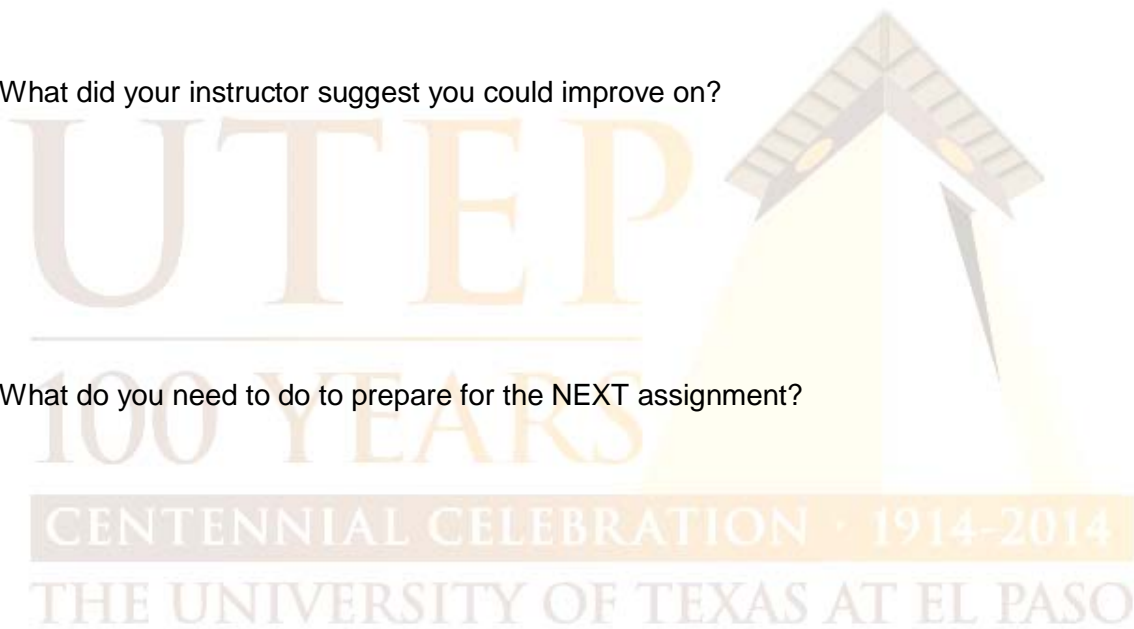
CHAPTER SEVEN: RWS 1302/ENGL 1312—RESEARCH AND CRITICAL WRITING

> The primary goal of RWS 1302/ENGL 1312 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matters, genres, rhetorical strategies, and writing processes.

Click on the link below to view a video introduction to the class:

http://vimeo.com/24195344

Introduction to RWS 1302/ENGL 1312

The 1302/1312 courses you are enrolled in is part of an exciting writing curriculum at UTEP. Several aspects of the course might be new to you as a student. Your instructor will explain these to you, but here is some information to get you started.

First, this course is taught as a **hybrid class**—with one face-to-face meeting for group work, lecture, and discussion—and the rest of the class will utilize a course management system for your online work. Taking the course as a hybrid incorporates several ideas we find important in writing studies: It helps you develop your technological literacy, and it fosters a collaborative environment between you, your classmates, and your instructor.

Second, the evaluation you receive on your assignments is part of what scholars call **"distributed assessment."** This helps us to ensure fairness and objectivity. Therefore, a team of qualified Undergraduate Writing instructors (also known as "the Committee") who are not your classroom instructor will evaluate many assignments. As a way to provide you additional feedback from readers, you will also receive comments on drafts. Please use these comments to help you revise.

Third, the **University Writing Center (UWC)** is an important part of RWS 1302/ENGL 1312. During the first two weeks of the semester, you will attend an orientation at the new UWC. Thereafter, your grades on individual projects will determine your level of involvement with the UWC. The tutoring experience provided at the UWC enables you to get beneficial individual feedback as you are working on improving your writing. Of course, all students are invited to receive free tutoring at the UWC whenever needed or desired. For more information, please visit their homepage at **http://academics.utep.edu/writingcenter**.

Finally, we have carefully created a curriculum that empowers you to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. You will encounter these different rhetorical contexts throughout your college career and into your professional and personal life. We have carefully aligned the goals of the course with the assignments and the assessments of your work. We hope you find this connection helpful.

Goals of RWS 1302/ENGL 1312

The goals of RWS 1302/ENGL 1312 at UTEP are largely based on the Writing Program Administrators' Outcomes. These can be found online at:
http://wpacouncil.org/positions/outcomes.html

The primary goal of RWS 1302/ENGL 1312 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This

effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matters, genres, rhetorical strategies, and writing processes.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

This course is taught as a hybrid class-- with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. Each will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, you will be asked to meet on your hybrid day to participate in library research, technology workshops, presentations, or other activities your instructor might need you to be physically present for. Please keep this time available for this class. Otherwise, you will miss out on important information.

At the end of the course, you will be able to:

- Understand a theory of discourse communities
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work
- Draw on existing knowledge bases to create "new" or "transformed" knowledge
- Develop a knowledge of genres as they are defined within discourse communities;
- Address the specific, immediate rhetorical situations of individual communicative acts
- Develop procedural knowledge of the writing task in its various phases.

You will also have the opportunity to strengthen your skills in the following areas:

- Think, read, and write critically
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education)
- Analyze and synthesize material from outside sources
- Formulate research questions and locate source materials in the library to substantiate your content

- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative projects appropriate to genres and larger discourse communities.

Knowledge Domains[1]

Writing Process Knowledge

Subject Matter Knowledge

Rhetorical Knowledge

Genre Knowledge

Discourse Community Knowledge

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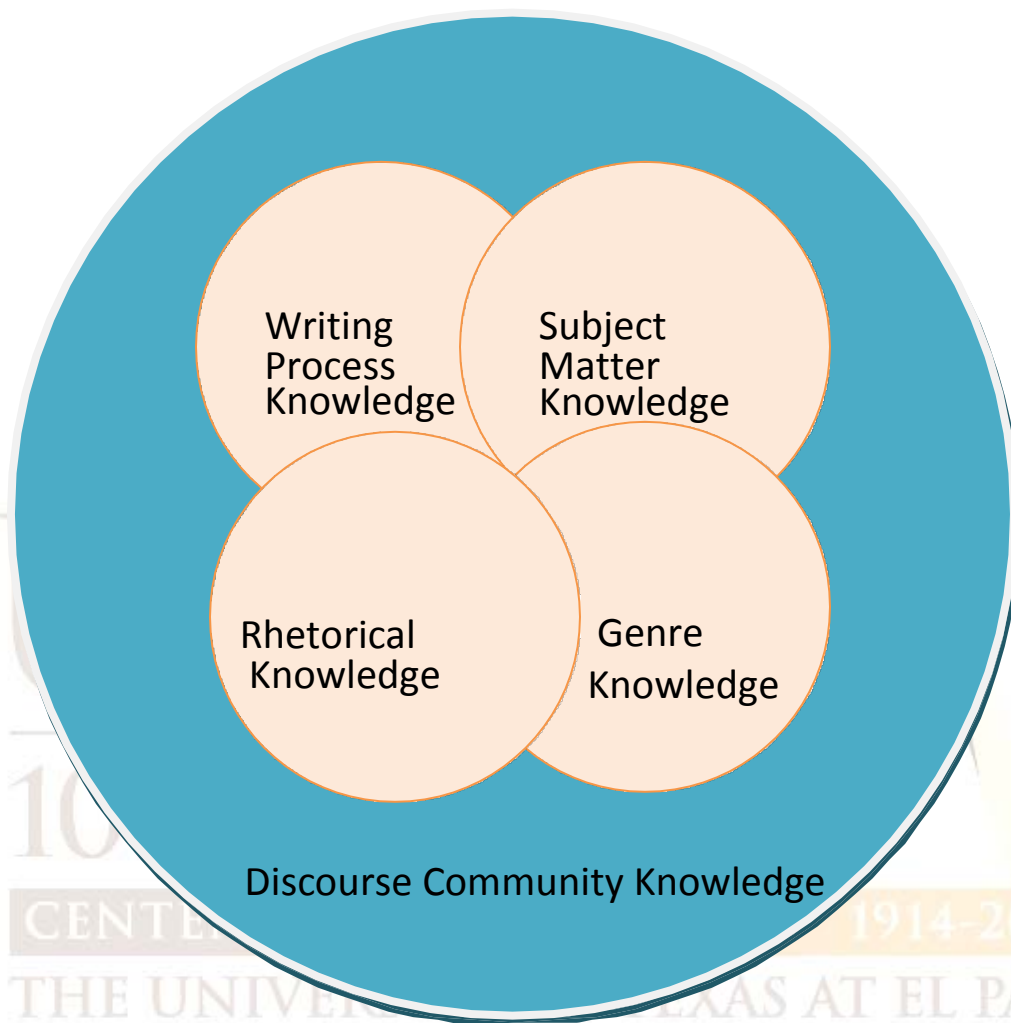
[1] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction*. Logan: Utah State University Press.

At the start of each assignment, you will see the graphic on the previous page. This graphic represents that theoretical approach we used to design RWS 1302/English 1312. Based on Anne Beaufort's research, we believe good writing courses are designed with these five knowledge domains in mind:

1. Discourse community knowledge
2. Writing process knowledge
3. Subject-matter knowledge
4. Rhetorical knowledge
5. Genre knowledge

Discourse community knowledge: knowledge of how communities of writers communicate across texts whether they are oral, visual, or written.

Writing process knowledge: knowledge of the ways, or processes, that people move through the various stages of writing including invention, drafting, revision, and editing. This knowledge will lead to an awareness that everyone's process is different and that our own processes change depending upon the writing task.

Subject-matter knowledge: knowledge put forth by experts in the discourse community that is required to ask effective research questions and develop new or transformed knowledge.

Rhetorical knowledge: knowledge of the specific rhetorical situation including the audience, purpose, and timing used to effectively communicate an argument or idea..

Genre knowledge: knowledge of the defining features, affordances, and constraints for a variety of genres, such as appropriate media and language.

Over the course of the semester, you will gain knowledge, skills, and strategies in each of these areas. While there will be overlap in many of the projects (for example, in each project you will consider writing process), the assignments will emphasize some domains more than others. We encourage you, at the start and finish of each assignment, to pause and consider which knowledge domains you have focused on and how this new experience can help you in any other rhetorical situation you may encounter in your classes and elsewhere. In other words, how can you use the rhetorical skills and strategies used in this class as you navigate through your college career, professional career, and social life?

Course Overview

The following discussion provides a general overview of the assignments and policies of RWS1302/ENGL1312 classes. All 1302/1312 classes complete the same set of assignments and policies. However, each instructor may approach them differently. Some, for example, may organize the course around a single, broad theme or group of related problems. The theme(s) or problem(s) will be complex enough to require outside research as well as the necessity for re-examining your assumptions. As a result, these assignments will help build logical, convincing writing techniques.

Instructors will incorporate principles of the writing process: gathering ideas; organizing materials; defining a clear, focused thesis; subsequent outlining; multiple drafting; revising; and editing.

Design of Assignments

As 1302/1312 students typically come from a range of disciplines, the assignments of the course will encourage you to work on subjects/topics relevant to your chosen field of study. Instructors offer detailed assignment sheets for each major assignment, specifying due date, length, subject, format, audience, and purpose (where appropriate). Your instructor may choose only a few of the following activities found in the *Guide* and assign others not included here, or he or she may assign all of these activities. These activities are designed to progressively build the skills you need to develop in this course. Whether or not your instructor assigns them, you will want to complete the worksheets in these chapters. They are designed to help you create effective projects.

Workshop Approach

You will most likely participate in a number of reading and writing workshops. Rather than a course where your instructor lectures while you take notes, you will be expected to work during class time--often with your classmates. You may be asked to discuss a reading, brainstorm ideas, or peer review a project in small groups. Your instructor might also ask you to do this work online.

Correctness

As you prepare your drafts, you need to recognize the importance of conscientious editing, eliminating violations of the conventions of written English and refining your writing techniques. Your handbook, as well as writers' workshops, will assist you. The editing of surface errors (spelling, punctuation, and grammatical elements) is not stressed until late in the drafting process. An "editing day" might also be scheduled for the last class before an assignment is due with students working in small groups, consulting the handbook and the teacher as resources, while proofreading each other's projects. The ultimate responsibility for proofreading any project, however, remains with the writer. You should make a conscientious effort to submit error-free writing for your teacher to grade. Running a spell-check with your word processor as a last step can often save you valuable points on your final grade.

Project Format

All projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. Use a font style that is easy to read like Times New Roman, Arial, or Georgia.

Microsoft Word is available to students at all campus computers and can be purchased at a discount through the UTEP Bookstore using a current UTEP ID card. Students may also go to http://www.openoffice.org/ and download a free and compatible version of Word/Office.

University Writing Center

UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are carefully chosen undergraduate and graduate students based on their writing skills, as well as writing instructors, who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help students to understand any writing assignment and help work on comprehending difficult textbook material. It is important to remember, however, that while tutors are dedicated to helping students and strive to help you improve your writing to the best of your ability, they are in no way responsible for final scores you receive on your assignments.

The UWC is an important part of English 1312. During the first two weeks of the semester, students are required to attend an orientation at the UWC, which is located on the 2nd floor of the library (behind the check-out desk). Instructors will distribute the times that these orientations are offered. During the orientation, students will be given a self-evaluation sheet to fill out and give to their instructors.

Students who receive a C-, D, or F on an assignment (except for the documentary) will be required to go to the UWC **at least twice** before the next assignment is due. To show their instructors that they met this requirement, students need to give their instructors the forms that tutors fill out after each tutoring session. If a student chooses not to comply with UWC requirement, he/she will not be able to submit their subsequent project. To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.

Participation/Attendance

Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the skills and processes used. Participation is worth 10 percent of the final grade.

Hybrid Format

The hybrid format is an advantage to students because they will not always have to be on campus to attend class, and most hybrid-experienced students report that it gives more time to focus on learning and writing; however, the hybrid format also requires self-discipline and organizational skills.   It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the University: (**http://admin.utep.edu/Default.aspx?tabid=40**).

If home access is not possible, arrangements should be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (**http://atlas.utep.edu**) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some times, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online

Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the **Helpdesk at 747-5257.**

All the course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to **http://my.utep.edu**.
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard.
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Computer Classroom Etiquette and Online "Netiquette"

You will be expected to conduct yourself in a polite and professional manner both in the classroom and online. See the syllabus for more details.

Drop Policy

- To preserve a student's GPA, students may be dropped from the course after missing four classes, either online or face-to- face.
- To be considered present in face-to-face classes, one must be prepared as well as physically in class.
- To be considered present online, students must post within the deadlines and in the appropriate space/thread.
- Missing a scheduled conference with the instructor constitutes an absence.

Late Work

- Commenting and grading is scheduled by due date. Students who fail to submit assignments on time might not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.
- Assignments submitted one class day after the due date may be penalized up to one letter grade if the instructor accepts it.
- Assignments submitted more than one day late may not be acceptable to the instructor for credit.
- Be sure to submit all major assignments in order to pass this class. While late work may adversely affect a grade, a zero can adversely affect enrollment.
- If a major assignment is over two class days late, the student faces failure for this section.

Documentation Styles

In this course, you will learn and practice strategies for primary and secondary research. You will learn and use the **American Psychological Association (APA) formatting style** to cite your sources. Be very careful to follow the guidelines for in-text citations and the reference page. Your instructor will fully explain the nature of inadequate documentation early in the semester and thereafter continually monitor assignments that require the use of primary and secondary sources.

It is important to realize that the most important words in a project are yours, not those of the supportive research. You should strive always to draw inferences from research material and weave in your reaction and evaluation of source material. One of the worst things you can submit to your peer group or your instructor is a "patchwork"—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation or footnote numbers.

Group Assignments

Group assignments can sometimes create tricky situations. Some students do not always "pull their weight" and this upsets group members that are doing their work and being good contributors to the group. Despite this, group assignments are valuable because they help students work together for a common goal. Group work is a "professional life" reality and learning how to work in a group will be central to one of the projects in this class. **Students who are not doing their group work can be voted off of their groups and will have to complete the entire work of a group on their own.** For more help with negotiating group work, see Chapter 10.

Avoiding Plagiarism

The main goal of Undergraduate Rhetoric and Writing Studies is to bring students to an understanding of reading, writing, and thinking with a critical mind. The work you will do should serve you throughout your life by helping you recognize the reasons and purposes behind written or spoken words. When you learn to use language and words, you also learn to recognize the use of words by others. Closely related to this recognition is to know how to use your arguments, and those of others, to best make your case. At any time, the use of another's words, ideas, or order of logic should be cited. Always give credit to the sources you use. It enhances your ethos, credits the original sources and protects you from any suspicion of plagiarism.

UTEP or the Undergraduate Writing Program NEVER tolerates academic Dishonesty. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: Collusion—lending your work to another person to submit as his or her own; Fabrication—deliberately creating false information on a reference page, and Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole projects off the Internet). See the Dean of Students website at **http://www.utep.edu/dos/acadintg.htm** for more information.

Plagiarism can literally ruin a student's university career, and for that reason alone it is imperative that you understand what it is so that you can avoid committing it. If you are ever uncertain about whether a rough draft you are working on has qualities of plagiarism—such as using source material without proper citations—ask your instructor for help: catching such mistakes during the writing process is certainly one of the skills that we hope you master in Undergraduate Rhetoric and Writing Studies.

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

ADA

The *Americans with Disabilities Act* requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or **cass@utep.edu**. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Course Assignments:

Topic Proposal for Semester: Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. **10 pts.**

Genre Analysis Matrix: Students will complete the genre analysis matrix as an activity assignment to begin work on the Genre Analysis. **30 pts.**

Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. **100 pts.**

Research Questions/Citation Analysis Matrix: Students will submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. **30 pts.**

Literature Review / Primary Research Report: Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. **200 pts.**

Argumentative/Advocacy Outline for Documentary Film Project: Students will submit an outline to show the persuasive purpose and argumentative structure for the documentary film. **30 pts.**

Documentary Film Project: Using Macintosh software (I-Movie, Garage Band and Motion) or Windows software (MovieMaker), students will plan, write, film and edit a documentary film advocating a position on a current issue. Students will be provided with opportunities to become more familiar with this software throughout the semester. This will be uploaded on Vimeo or YouTube, and the link copied and pasted on a Word Document. **200 pts.**

Class Presentation: Students will present their documentaries to the class. **50 pts.**

Online Opinion Piece: Students will write an online opinion piece on some aspect of the topic of their Literature Review/Primary Research Report in order to advocate for a policy change. **100 pts.**

Advocacy Website: Students will create, design, and maintain a website that will advocate for the topic of their literature review/primary research report. Students will design, add additional links and provide the needed content to this website in any way they want--with the stipulation that it is focused on advocacy and draws from their semester's work and research. Students should copy and paste the link on a Word Document. **150 pts.**

Participation in Class: Because this is a hybrid class, participation in-class and online is

mandatory. The activities included in this category ensure that you learn the material and help you to compose effective projects. This score will include your attendance in class as well as homework, drafts, discussion postings, peer reviews, and any other work your instructor assigns. These points will be determined and distributed by the instructor. **100 pts.**

Grade Distribution: you can accumulate up to 1000 points

1000-900 = A
899-800 = B
799 -700 = C
699- 600 = D
599 and below = F

Figuring Your Grade

Learning to figure your course grade is not hard to do and is a skill you should acquire early in your college career. To determine your course grade for 1312, keep track of the scores you receive on each assignment. Adding them up and dividing by the points possible at that stage of the semester will give you a grade percentage.
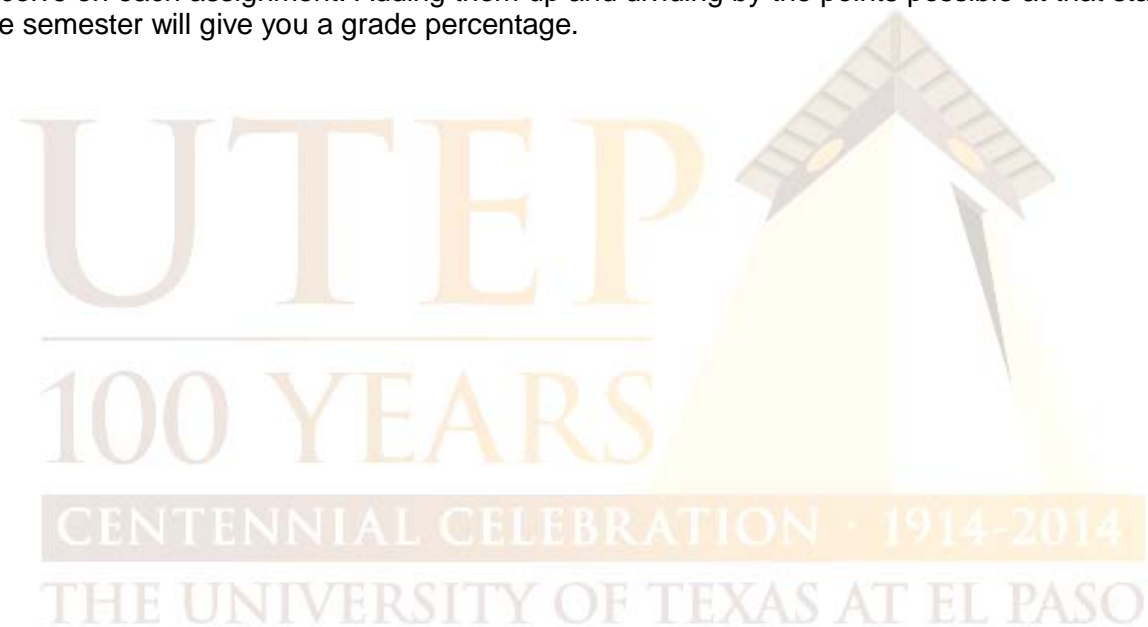
Choosing a Topic for the Semester

Generally speaking, RWS 1302/English 1312 is designed to provide you with a theoretical, research, and writing foundation that can be applied to the various fields of study pursued at a university. As 1302/1312 students typically come from a range of disciplines, we want to encourage you to work on subjects/topics relevant to your chosen field of study or interests. Ideally, the successful 1302/1312 student not only learns the skills and strategies that will help them become successful in future endeavors but he/she will also have the opportunity to become knowledgeable in an area of interest. This course offers students the opportunity to explore potential life changing choices and students are encouraged to use the course to explore these choices.

One of the first steps you will need to take as you begin this course is to choose a subject/topic that you want to focus on for the semester. This can be in any area: politics, education, economics, social issues, public policy, sports, music and so on. Your choice should reflect your interests academically, professionally, and/or socially. Some instructors may have a class theme to help you focus even more, so keep that in consideration as you make your choice.

You will see that the course progressively builds on the skills learned in one assignment to the next. Each assignment is designed with the idea of transfer in mind--of knowledge, skills, and information; however, the different discourse communities and genres will shape how you communicate for each.

It is also important to note that the topic you select MUST allow you to be able to inform, persuade and advocate at different points in the semester. Here are some tips:

Do

Choose a topic that is interesting, relevant and current.

Choose a topic related to your field of study, future profession, or social interests.

Choose a topic that can be narrowed down and has a debateable issue within it--something you can take a position on and advocate for.

Do not

Choose a topic you know absolutely nothing about or have no interest in.

Choose a topic simply because you know finding research will be easy, or has been "overdone."

Choose a topic you will not be able to argue or advocate for in some way.

Activity: Topic Proposal

It may help you to decide what topic/issue you will want to work with this semester by brainstorming some of your areas of interest.

Use this area to list the Top Five topics that might be the focus for your assignments this semester.

1.

2.

3.

4.

5.

Next, consider what kinds of issues/debates that are found within each topic—something you would be able to inform, persuade, and advocate about. List them here:

1.

2.

3.

4.

5.

Finally, it is decision time! Choose the topic you would have the most interest in to focus on for this semester. Briefly describe it and submit it to your instructor for approval (you may be asked to include this brainstorming activity).

Depending on your instructor, this may be done on a Discussion Board or be a document you submit directly to him/her. You must get approval in order to continue with the assignments this semester.

Review of Discourse Communities

Most writers understand the concept of audience and why it is important to understand whom their audience is when composing a piece of communication. Yet simply understanding the "who" of your audience is only the beginning. Effective writing, writing that works and delivers the intended message and effect, must fit the discourse community it will be conveyed within.

A discourse community is a group of people who "speak the same language" or in other words people who share an interest in certain topics, share a body of knowledge about those topics, and possess a common vocabulary for discussing those topics. Have you ever been around a group of people who shared a common passion that you knew nothing about? Perhaps it is a particular sport or activity, a music genre, or a job. It is likely that without sharing that same passion you will find it difficult to follow their conversation. That is because you are not a member of that discourse community. While they may be speaking the same language as you,the context of the discourse community changes the way language is used, as well as the content of that language.

You already belong to several discourse communities as a result of your family, ethnic, and religious backgrounds as well as your personal interests and activities. Consider the discourse communities that Natalia (below) belongs to:
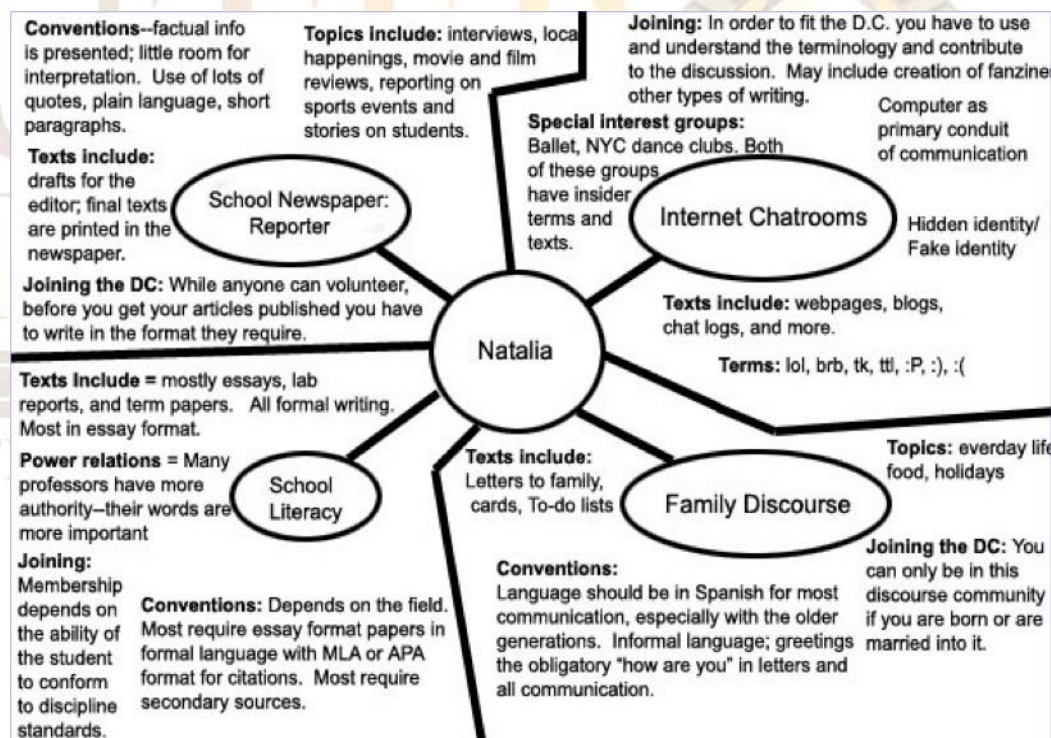
These are just a few of the groups and contexts that Natalia will have to adapt in order to communicate within. She will have to be aware of, and utilize, various genres, tones, styles, specialized language and terms (to name a few of the features) so that she can be understood, and even be accepted by each group.

As students, you have entered into a larger discourse community of higher education, as well as

numerous smaller discourse communities within including specific classrooms, clubs and organizations, and majors and programs. The key, then, is being able to identify which discourse communities you are in, understand what language is used, how language is used, what knowledge is generally possessed within each community, and what motivates and interests the community.

Once you understand the concept of discourse community and begin to apply it to your writing you will immediately see a rise in your effectiveness. Then you can begin to make informed decisions about every aspect of your writing from the word choice, grammar, and sentence/paragraph construction to tone and level of formality.

ReadingAbout Writing: Discourse Communities

As a way to further understand how important discourse communities are to communication, consider how and why scholars are writing about them.

Find and read the following article, and answer the question that follows. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Bartholomae, D. (1995). Writing with teachers: A conversation with Peter Elbow. *Journal of College Writing and Communication*, *46*(1), 62-71.

Consider the debate that Undergraduate Rhetoric and Writing Studies programs are having about teaching their students and the discourse of higher education and answer the following question:

- Should Rhetoric and Writing Studies programs teach writing by encouraging students to find their own voices (the personal/process approach), or should they teach them to acquire the values, conventions, and voices of academic writing? Refer to specific arguments made by Elbow and Bartholomae.
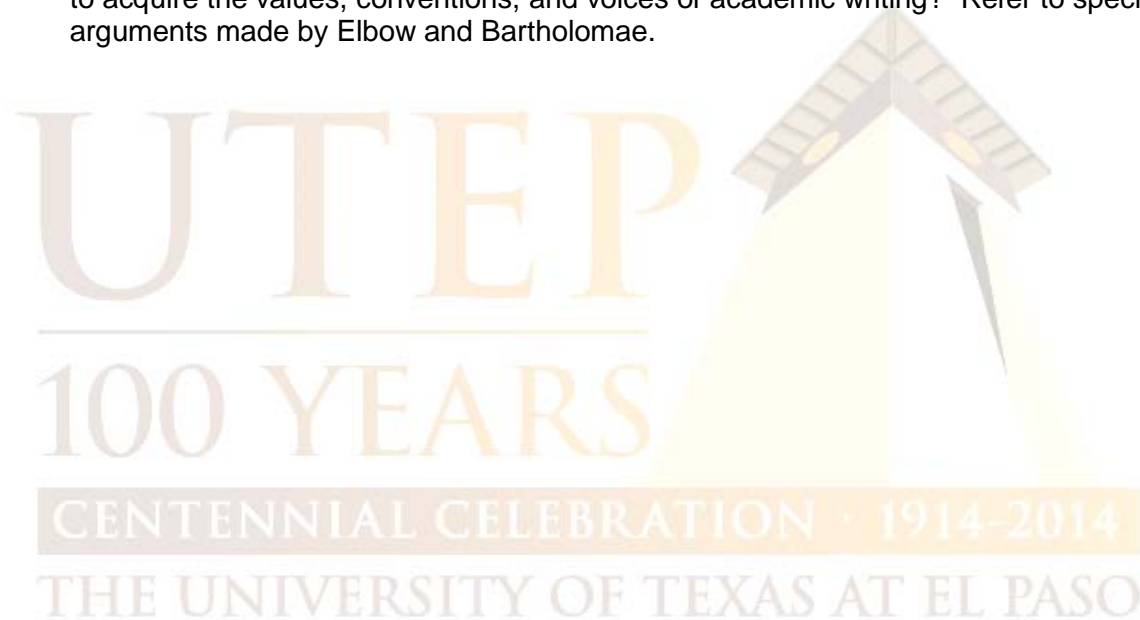
ADVOCACY WEBSITE

Expert Writers Draw on Five Knowledge Domains[2]

Writing Process Knowledge

Subject Matter Knowledge

Rhetorical Knowledge

Genre Knowledge

Discourse Community Knowledge
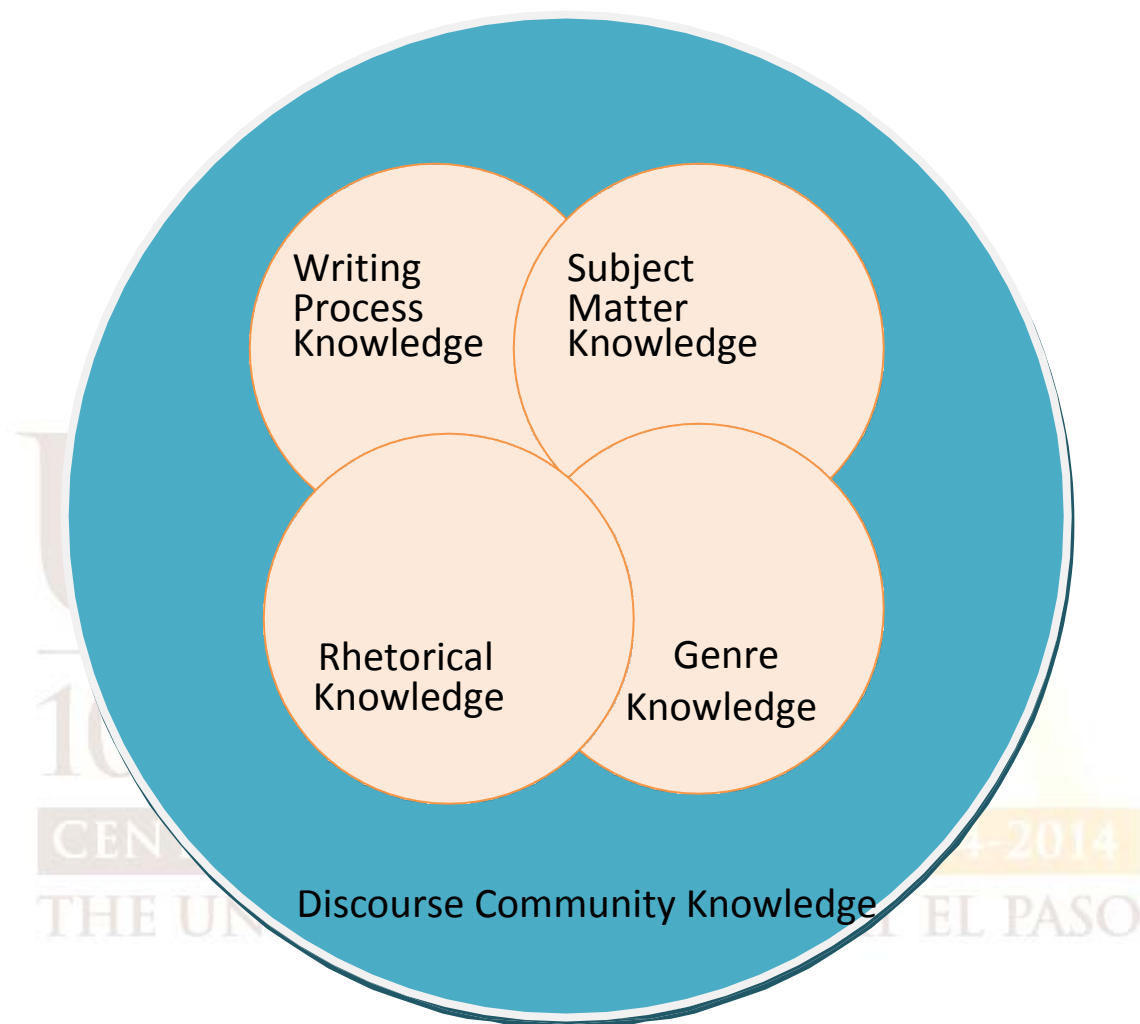
In this assignment, you will learn to:

- Appeal to a general discourse community
- Understand websites as a genre
- Demonstrate your ethos and expertise concerning your topic
- Understand how writing changes in an online environment

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[2] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of Advocacy Website

The Advocacy Website is the overarching project of the course that will demonstrate your rhetorical knowledge and expertise on the subject you have chosen. Although it is not due until finals week, you will want to begin thinking about this project at the start of the semester. As you complete each project, your instructor may ask you to demonstrate you are continuously updating your website.

An advocacy website's purpose is to influence public policy and resource allocation decisions within political, economic, and social systems and institutions. It can:

1. Question the way policy is administered.
2. Create awareness of an issue, but also provide a plan of action to act on what is now known.
3. Be inclusive and engaging as a way of organizing other advocates.
4. Propose policy solution.
5. Open up space for public discussion on a topic/issue.

It is important, therefore, to draw from, include and utilize all the knowledge you will acquire throughout the semester as you establish a useful base of information. Think carefully about the rhetorical choices you make about the presentation of yourself, your subject of interest, and that the website advocates your subject/topic. This is an opportunity to write for a new discourse community within a new genre for your topic, but also as an opportunity to learn a new technological skill that can be invaluable in academic and professional settings.

Skills and strategies you will learn and utilize are:

1. Appeal to a general discourse community
2. Understand websites as a genre
3. Demonstrate your ethos and expertise concerning your topic
4. Understand how writing changes in an online environment

Click on the link below to watch a video and learn more about this assignment:

http://www.vimeo.com/25949243

Reading About Writing: Advocacy Websites

As a way to understand how important design is to websites and their readers consider what scholars have written about this.

Find and read the following article, and answer the questions that follow. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Nielsen, Jakob. (2004, April 16). F-shaped pattern for reading web content. Retrieved from
http://www.useit.com/alertbox/reading_pattern.html

- How can the eye-tracking research conducted by Nielsen be useful in designing your advocacy website? What specific design elements might you have to consider in layout and content for your homepage if you applied Nielsen's findings?

Assignment: Advocacy Website

The Advocacy Website is designed to advocate your position on a topic by providing an online forum to do so. This project helps you understand how your connection to the community begins in the classroom. Remember, that the goal is advocacy of your subject/topic.

The Advocacy Website will be an ongoing assignment throughout the semester. Using the template provided on IWeb or other web authoring software, create a website that represents how you understand and appreciate the topic/subject you have chosen. You can use various software to complete this assignment including:

- I-Web (on the MAC)
- Weebly.com
- Yola.com
- Webs.com
- Google web pages
- Pageflakes
- Blogger
- Wikis (wetpaint, pbworks, etc.)

If the software used in the construction of this website contains advertising, be sure it is minimal and will not distract from the content of your website.

Content you will need on your website:

Homepage: with information about the topic/issue—what is the issue, and why is advocacy needed? Provide some background, history, situation, or a known problem of your subject or topic. Must have a clear focus for the website—you might even include some text about the purpose of the website. Need a fair use statement on this page—see below

About Me page: with biographical information about your connection to the topic/issue you chose this semester. Why did you select this topic this semester? What did you learn about it? How does it relate to the other classes you are taking? How do you think it will relate to future classes/work? Biographical information should be restricted to your interest in the topic and should be seen as another form of advocacy for your topic. Please do not add personal contact information to this page.

A page that connects and adapts the genre analysis to your discussion of the problem/issue showing how different advocacy groups have adapted their messages to different genres and discourse communities.

A page to provide audiences and discourse communities with the background information they need to assess the issue as demonstrated in the Literature Review/Research Report.

A page that introduces and explains the advocacy of the documentary. If the documentary film is a group assignment, be sure to indicate this on your website and draw out connections to your website's topic.

A page that features the opinion piece. This should the strongest advocacy for your topic.

There should be:

Connections between relevant assignments, including **the documentary film**. Each assignment should have an introduction about the assignment and their relation to the overreaching topic. Do not just copy and paste assignments—you should find a place for them on the website and adapt them to an online audience.

Resources Page: with information and links to related research, articles, organizations, etc. You may choose to move all your sources from the various projects to this area.

Images and Video that reflect the issue and advocacy promoted. Use subject-appropriate visuals to interest your audience. You may hyperlink these images and select words to other relevant websites.

Layout and functionality: the design of the website should be professional and attractive. Elements should be clearly labeled and links should enable users to navigate easily.

Copyright and Fair Use information (including attributing images). We recommend something like this:

> "The purpose of this page is for the viewing of the assignments for my English 1312 course. All rights are reserved to (your name here), and no copying is allowed without permission. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies."   ***Be sure to insert your name.***

When you use images or logos on your website, they will need to be cited to give attribution as to where they come from ("Courtesy of University of Texas at El Paso," for example, for the UTEP logo). Some images are already fair use (like clip art and many you might get from Google Images), so they may not need a citation, but make sure!

As you put your advocacy website together, consider:

- What typeface and colors will you use? Will you use graphics, pictures, and images?
- In what order will you arrange your ideas?
- How you will use logos, pathos, and ethos?
- How you will produce and test the website and its navigation?
- Where and how on your website will you use your previous assignments from the class?
- How will you use hyperlinks? For images? For words?

Provide a link to your instructor to test functionality of the website and its components. Specific instructions will be provided for how to submit your Advocacy Website to your instructor.

Key Elements Checklist:

- ✓ Make sure to advocate subject/topic.
- ✓ Create a new page for linking assignments (do not upload Word Documents).
- ✓ Make sure all links function.

Rubric for Advocacy Website

CATEGORY	A	B	C	D	F
Content 30 pts.	The site has a clearly stated purpose and evidences a sustained advocacy throughout the site. Goes beyond minimum requirements for content. All required pages included.	The site has a clearly stated purpose. Evidences a sustained advocacy, but may have one or two elements that do not seem to be related to it. All minimum requirements for content and pages are met.	The purpose and theme of the site is somewhat muddy or vague. 1-2 minimum requirements for content and pages are missing or only adequately presented.	The site lacks a purpose and theme. Most minimum requirements for content and page are missing and/or mostly inadequate presentation.	Content is unsatisfactory and inadequate.
Rhetorical Appeals Ethos, Logos, Pathos 30 pts.	Visuals and writing reflect strong rhetorical choices and are appropriate to the advocacy.	Visuals and writing reflect reasonable rhetorical choices and are appropriate to the advocacy.	Visuals and writing reflect adequate rhetorical choices.	Visuals and writing reflect un- reasonable rhetorical choices.	Visuals and writing do not reflect informed rhetorical choices.
Layout 30 pts.	Website has a professional, attractive and usable layout. It is easy to locate all important elements. White space, graphic elements, and/or alignment are used effectively to organize material.	Website has an attractive and usable layout. It is easy to locate all important elements. Visual designs are appropriately used.	Website has a usable layout, but it may appear busy or boring. It is easy to locate most of the important elements. Visual design purpose may be unclear.	Website is cluttered looking or confusing. It is often difficult to locate important elements.	Website has no usable or coherent layout.

Functionality 15 pts.	Very functional website. Navigation is clearly labeled, consistently placed, allows the reader to easily move from a page to related pages (forward and back), and takes the reader where s/he expects to go. A user does not become lost. No intermediary links.	Mostly functional website. Navigation is clearly labeled, allows the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost. No intermediary links.	Adequately functional website. Navigation takes the reader where s/he expects to go, but some links seem to be missing. A user sometimes gets lost. Links may require intermediary links to open.	Marginally functional website. Navigation does not take the reader to the sites described. A user typically feels lost.	Navigation is not functional and webpage difficult to maneuver around.
Writing Fluency 30 pts.	Demonstrates skillful writing fluency, exhibits few or no grammar and mechanical errors. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Writing is clear. .	Demonstrates adequate writing fluency, exhibits a fair number of major grammar and mechanical errors. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Writing is unclear. Writing fluency is lacking.	No writing fluency-- unreadable.
Copyright 15 pts.	Fair use guidelines are followed with clear, easy-to-locate, and accurate citations for all borrowed material. No material is included from websites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate, and accurate citations for almost all borrowed material. No material is included from websites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate, and accurate citations for most borrowed material. No material is included from websites that state that permission is required unless permission has been obtained.	Borrowed materials are not properly documented OR material was borrowed without permission from a website that requires permission.	No documentation found.

Rubrics are subject to minor changes. Students will be notified if changes occur.

Thinking about Design

Good design creates a sense of order and gives readers obvious "access points" to begin reading and locating the information they need.

Five Principles of Design

Design Principle 1: Balance—The document looks balanced from left to right and top to bottom
- Items on the right side of the page weigh more than items on the left
- Items at the top of the page weigh more than items on the bottom
- Big items weigh more than small items
- Pictures weigh more than written text
- Graphics weigh more than written text
- Colored items weigh more than black-and-white items
- Items with borders around them weigh more than items without borders
- Irregular shapes weigh more than regular shapes
- Items in motion weigh more than static items

Design Principle 2: Alignment–Images and words on the page are aligned to show the document's structure or hierarchy
- Items on a page or screen can be aligned vertically and horizontally.
- By aligning items vertically on the page, you can help readers identify different levels of information in a document.
- By aligning items horizontally, you can connect them visually so readers view them as a unit

Design Principle 3: Grouping–Related images and words are placed near each other on the page
- Also referred to as "using white space"
- White spaces are places where no text or images appear on a page and include
- Use of headings
- Using Borders and Rules
- Borders – completely frame parts of the document. Whatever appears in a border should be able to stand alone
- Rules – used to highlight a banner or carve a document into sections

Design Principle 4: Consistency–Design features in the document are used consistently, so the document looks uniform
- Design features should be consistently used throughout a document or website:
- Headings should be predictable
- Pages should follow the same grid
- Lists should use consistent bulleting or numbering schemes
- Page numbers should appear in the same place on each page
- Consistency reduces clutter and creates a sense of order

- Consistency helps readers find information quickly
- Consistency should be an important consideration when you choose typefaces for your document
    - o As a rule of thumb a document should not use more than two typefaces.
    - o Serif fonts appear more traditional
    - o San serif fonts appear more professional

Design Principle 5: Contrast–Items in the document appear significantly different
- Contrast makes the items on a page more distinct and thus more readable
- Contrast makes items look distinct and different, adding energy and sharpening boundaries among the features on the pages or screen
- Using contrast:
    - o Adding Shading or Background color
    - o Highlighting text
    - o Using Font Size and Line Length

Activity #1: Understanding Purpose and Bias of a Website

Before you design and put the final touches on your own website, it can help to analyze how other websites are designed. The following activities will help you understand the rhetoric involved in an advocacy website.

Go to the advocacy website "Save BioGems" at **http://www.savebiogems.org**. Answer the questions that follow.

1. What is the purpose of the website?

2. Who is the intended audience?

3. Does it appear that any information is purposely omitted? Is the site trying to persuade you or change your mind? Is the bias useful to any readers in some way?

4. Can you easily distinguish fact from opinion? How so?

5. How does the website conduct its advertising on the site?

6. Does this organization stand to gain financially from the website? How would this affect the purpose of the website?

Activity #2:Understanding the Content of a Website

Go to the advocacy website "American Dream" at **http://www.newdream.org**. Answer the questions that follow.

1. What is the purpose of the website?

2. What is included on the home page? Is it enough? Too much? Not enough?

3. Does the site cover the topic comprehensively? Accurately? Is there anything missing that you think should have been included?

4. What, if anything, is unique about this site?

5. Can you understand what is being said? Is it written above or below your reading level?

6. Are the links well chosen and appropriate? Are there enough? Too many? What others should have been included?

7. Is the information current? How do you know? When was the information first put on the Internet? Last revised?

8. Do you think you could get better information from a book, journal, magazine, or other printed source?

9. Are charts or graphs (if any) easy to read?
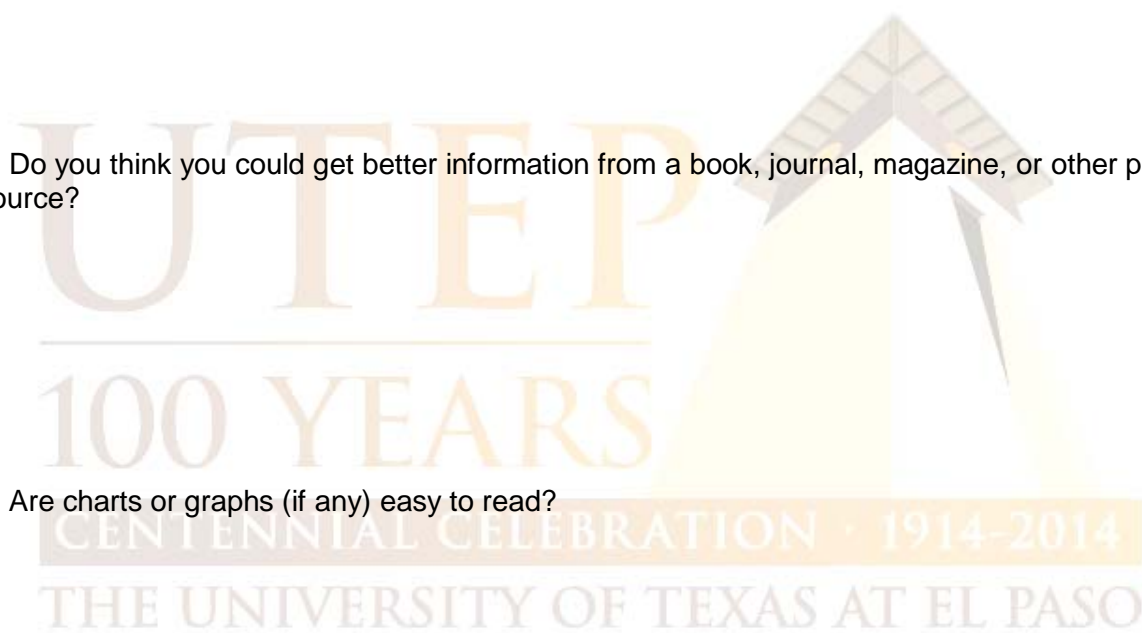
Activity #3: Understanding Authority/Credibility of a Website

Go to the advocacy website "Jane Goodall Institute" at **http://www.janegoodall.org**. Answer the questions that follow.

1. Who created this website? What are their qualifications?

2. The domain name ends in .org. How is this information meaningful in evaluating the site?

3. Is the material presented on the website protected by copyright? What does this tell you about credibility?

4. Is there an e-mail link for questions or comments? Why would a website provide this?

Activity #4: Understanding Usability/Design of a Website

Go to the advocacy website "Bikes Belong" at **http://bikesbelong.org**. Answer the questions
that follow.

1. Is the website easy to navigate?

2. Is there a well-labeled contents area or site map?

3. Do all the design elements (graphics, art, buttons, colors, fonts, etc.) enhance the message
and purpose of the site?

4. Is there consistency in the fonts, colors, and page layout?

5. Are there errors in spelling or grammar? Do the pages appear clean, uncluttered, and
professional in appearance?

6. Do the links work? Are they clearly labeled?

7. Is the download time for graphics (on all computers) speedy?

8. Are there options for accessing information (links, menu of topics, keyword searches, site maps, etc.)?
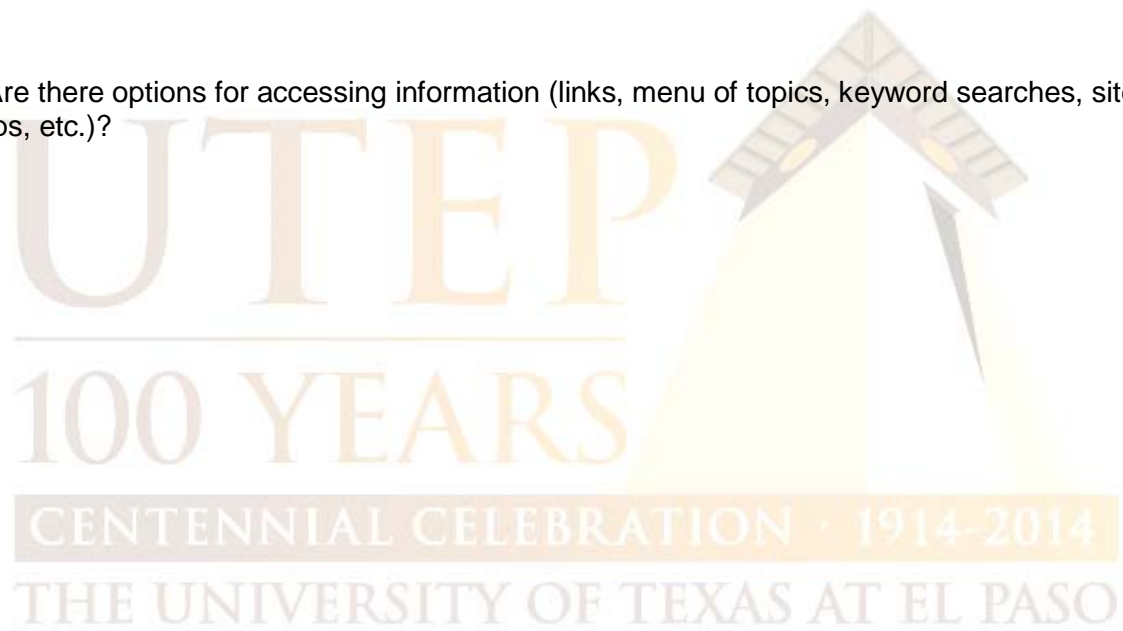
Activity #5:Using the Grading Rubric

Use the **grading rubric** found after the assignment sheet to assess "Stand for Children" at **http://www.stand.org**, which is website that advocates for animal rights. Answer the questions that follow.

Questions:

1. Based on the rubric, what grade would you give this website? If you could explain this grade in a sentence or two, what would you say to the creator of the website?

2. Identify three specific things that this advocacy website did well.

3. Identify three specific things that this advocacy website could have improved upon.
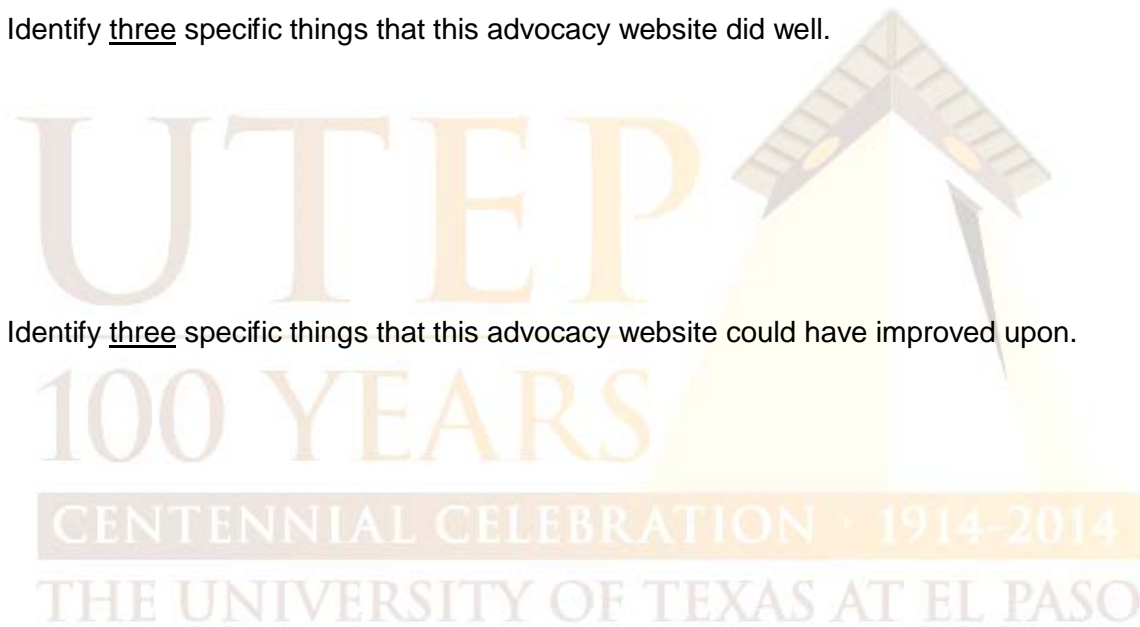
Activity #6:A Work Plan for Your Advocacy Website

1. Consider all the websites you evaluated. Was there anything about the various websites that annoyed you or disappointed you? Was there anything that particularly pleased you?

2. How will you utilize your likes/dislikes of these websites into the design and functionality of your advocacy website?

Activity #7: Peer Review

Exchange links to your advocacy website with one or two classmates. Use the following questions to review and help you improve the website.

1. Does the advocacy website include all required elements? If not, which ones are missing?

2. Is it clear what the website advocates for? If so, what makes that clear? If not, what makes it confusing?

3. Comment on the quality of the written portion of the website.

4. Evaluate the organization of the website.

5. Evaluate the attractiveness of the website. Consider issues such as color scheme, readability of the font (in terms of style, color, and size), and the use of images and/or video.

6. Provide one more suggestion for improving website.

ASSIGNMENT #1: GENRE ANALYSIS

Expert Writers Draw on Five Knowledge Domains[3]
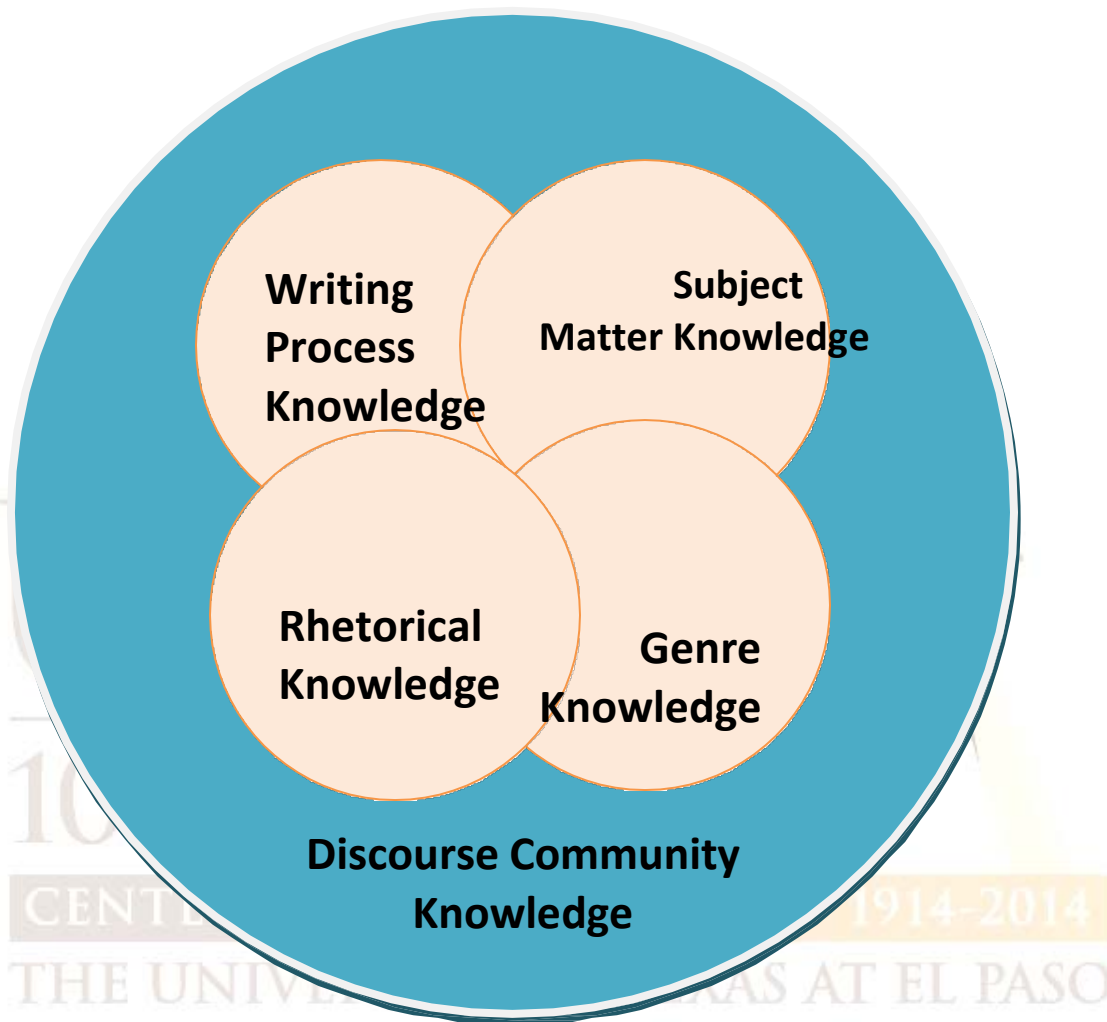
In this assignment, you will learn to:

- Identify different genres and their rhetorical features
- Compose using a writing process
- Understand how different genres work within different discourse communities

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[3] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of Genre Analysis Assignment

To deepen our understanding of the discourse community concepts you will be introduced to in class, this assignment will ask you to analyze both traditional and multimedia documents as genres. A genre is a category used to classify discourse usually by form, technique, or content. A genre influences the format in which information is presented; in fact, the information is *shaped* by the genre. Genres have evolved over time because our ways of communication have also changed.

They can be anything, including **ORAL**, **TYPOGRAPHIC**, and **ICONOGRAPHIC/VISUAL** products such as:

Oral:	Typography:	Iconography:
Public speaking, podcast, radio show/program, class lecture, face-to-face interviews, songs.	Books/textbooks, magazines, newspapers, websites, primary source documents (historical diaries, essays, telegrams), laws/policy, transcribed interviews, written music lyrics.	Webcast, video/music video/YouTube, posters, cartoons/comics, photography, instruction sets (visual), televised interviews, corporate logo.

When we conduct a genre analysis, then, we are looking at the forms of two different texts within or across discourse communities. The purpose of this assignment is to help you understand the importance of genre and discourse community knowledge to writers. Additionally, this assignment will reinforce your understanding of the ways writing differs among genres and allow you to strengthen your skills in writing in the genre of a textual analysis.

Why are we analyzing genres?

Analyzing genres is important at this early stage in our topic development. The reason we start here is two-fold:

First: Before you can begin to develop your own opinions about your topics, you must first understand what is being *said* about your topics within their discourse communities. Looking at genres and analyzing their messages and modes of delivery can help you gain a better understanding of the discussions and debates already taking place.

Second: In this course, you will take on many roles as a communicator. You will be a researcher, a writer, a filmmaker, a presenter, a webmaster, and much more. This means you will be jumping from one medium, or form, of expression to the next. In order to do that effectively, you need to understand that each form of communication (each genre) is different. This is why you are being asked to analyze **TWO DIFFERENT** genres for this first assignment.

How are genres different?

Each genre of communication comes with its own set of rules. There are certain freedoms and limitations that exist within the genres that shape the way the message is conveyed.

For instance, a billboard has a number of restrictions - it must contain a message that can be read quickly and one which can be seen from a distance, to name just a couple of restrictions. Creators of billboards must take these and other factors into account **BEFORE** they craft their message. Now, let's say the same message that appears on a billboard also needs to be conveyed in a newsletter.

Does that mean the way the message is conveyed changes?

Of course! Newsletters have many more freedoms than billboards; there is much more space to work with and newsletters are typically sent out to the community, therefore changing the scope of the audience.

Understanding the differences in genre will help you appreciate the differences in the assignments you will create for this course.

After the genre analysis, you will have a better understanding of what it takes to craft a message within a specific genre in an effective manner. You will come to understand that it is not always as simple as saying what you want to say. You must consider the freedoms and limitations of each mode or style of communication first to help create a message that works for any given genre you are working with, whether it is an essay or a film or a webpage or whatever!

Skills and strategies you will learn and utilize:

- How to develop analytical strategies to understand boundaries and features of genres
- How to understand how genres relate to discourse communities
- How to review and renew learning about audience, purpose, and rhetorical appeals

Reading about Writing: Genre Analysis

As a way to further understand how important genres are to communication, consider how and why scholars are writing about them.

Find and read the following article, and answer the question that follows. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Luders, M., Pritz, L., & Rasmussen, T. (2010). Emerging personal media genres. *New Media & Society, 12*(6), 947-963.

Consider how this article defines what genres are and how it explains the role they play in facilitating communication within a group of people (or media) and answer the following question:

• What is the influence media and text play in the creation of genres? Using the examples of emerging genres offered in the article, what role will they play in communication? Refer to specific evidence provided in the article.

Assignment Requirements for Genre Analysis

You will need to locate two types of genres on the same issue or topic. Carefully consider the concept of genre that applies to this class, how to recognize different genres, and the features that differentiate one genre from another.

As you begin, think about all the different genres that may communicate about your topic such as posters, documentary photography, instruction sets, editorial and opinion pieces, essays, and even comics. Carefully choose two different genres about your topic for this project.

Choose your genres carefully—poor choices will lead to an insufficient genre analysis

Submit a 4-6-page writing project in which you analyze and compare the two genres. Maintain third person voice throughout.

Below is an outline you can use as a guide for the project. **For each question, be sure to demonstrate detailed evidence from the genres to support your analysis. It is not enough to simply state the components, there must be a connection to *why* the creators of the genre used the techniques they did.**

Introduction:

- Start with a brief discussion of the subject/topic that the two genres are focusing on. Include the title of each piece, the genre type, and the author or company name of each in the introduction.
- State the thesis, either implied or stated, for each genre.

Audience and Purpose Questions:

- Who is the intended audience/discourse community for each genre? (The *specific* auience the authors seemed to have in mind)
- What is the purpose of the information presented in the genres? (Inform, persuade, and/or entertain?)
- How does the audience tie in with the purpose? Are they trying to convince a certain discourse community to agree with them or think differently? Are they trying to encourage general awareness?
- What is the audience likely to know? Want to know? Why?
- How much time will the audience spend with the information presented in the genres? This also includes time to process or reread sometimes difficult information.
- How formal/informal is the language? Is it appropriate to the audience and purpose?

- What specialized vocabulary is used? Is it appropriate to the audience and purpose?
- What are the significant similarities and/or differences between the two genres? (Comparison/Contrast)

Rhetorical Issues: Ethos, Pathos and Logos:

- How does each genre help to establish the information's credibility? Is it effective in helping to achieving the purpose of the genre?
- How does each genre help to evoke an emotional response from the audience? Which emotions? Is it effective in helping to achieve the purpose? Why?
- What types of evidence are used to support the claims of the information in the genres? Is it appropriate for the purpose? Why or why not?
- What are the significant similarities and/or differences between the two genres? (Comparison/Contrast)
- If the genre is missing any of these components, how does this affect the message? Were these left out on purpose?

Structure and Delivery:

- How is the information shaped by the genre (s)? (Consider the limitations/freedoms of space, time, layout, audience, and so on.)
- How are the genres organized to convey their messages? (Consider strategic layout, design, and organization of visuals and text.)
- What other communication features (i.e., visuals, colors, fonts, etc.) contribute to the message?
- How do these elements contribute to the purpose of the genre?
- What are the significant similarities and/or differences between the two genres? (Comparison/Contrast)

Conclusion/Synthesis:

- Which genre was more effective in conveying its message? Why? (This is your thesis.)
- Offer a final comment on the impact of genres on discourse.

References:

- Be sure to list your two genres using APA citation format.

Submit a rough draft and the final draft to the specified assignment link in Blackboard. Save your project using your last name, and the word, "genre," and "draft" or "final" depending on the version of the project you are submitting.

- Use 12 pt. font, Times New Roman, Arial, or Georgia style, double space, 1 inch margins, and use appropriate voice/tone for an analysis.
- Use APA format in-text citations when referring to specific passages or examples of each genre.

Rubric for Genre Analysis*

CATEGORY	A	B	C	D	F
Analysis 30 pts.	Appropriate choice of genres. Specific, developed analysis of the genre. Focus on analysis of genres is excellent and maintained throughout. Addresses all bullet points of outline.	Appropriate choice of genres. Analysis of the genre is generally sound but could be more specific developed in some areas. Focus on analysis is good and usually maintained. Addresses all bullet points of outline.	Acceptable choice of genres. General and/or undeveloped analysis of the genres. Focus on analysis is adequate, but may exhibit some lapses. Addresses most bullet points of outline.	Analysis of the genre is sparse; and/or questionable choice of genres. Focus on analysis is lacking Addresses some bullet points of outline.	No focus on analysis of genre and/or inappropriate choice of genres. Does not address most bullet points of outline.
Supporting Details 20 pts.	Comprehen- sive and specific examples from the genres strongly support the analysis and/or are relevant to the topic.	Sufficient and specific examples from the genres appropriately support the analysis and/or are relevant to the topic.	Adequate or general examples from the genres as used to support the analysis and/or are relevant to the topic.	An attempt has been made to add support information analysis, but it was unrelated or confusing.	No support information found or irrelevant.
Comparison and Contrast 20 pts.	Fully developed and well-integrated comparison between the genres.	Fairly developed and integrated comparison between the genres although exhibits some lapses.	Somewhat developed and un integrated comparison between the genres.	Almost no comparison between the genres.	No comparisons made between genres.
Writing Fluency: Clear, Concise, Correct 20 pts.	Demonstrates skillful writing fluency, exhibits few or no grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person, tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency; exhibits a fair number of major grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous major grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is unclear.	Writing is not fluent; it is unclear
APA and Documentation 10 pts.	Meets all page layout and citation format criteria found in assignment guidelines and APA manual.	Assignment guidelines met. A few minor format errors.	One or more guidelines or major format criteria not met.	Many major guideline or format errors.	No evidence of APA format.

Rubrics are subject to minor changes. Students will be notified if changes occur.

Activity#1: Choosing Your Genres

Write down the two genres you have chosen (include titles, who or where they come from, and what genres they are), and answer the questions that follow:

Genre 1:

Genre 2:

1.   Why did you select these genres?

2.   What characteristics make them different genres from one another??

3.   Briefly explain how they communicate about your subject/topic.
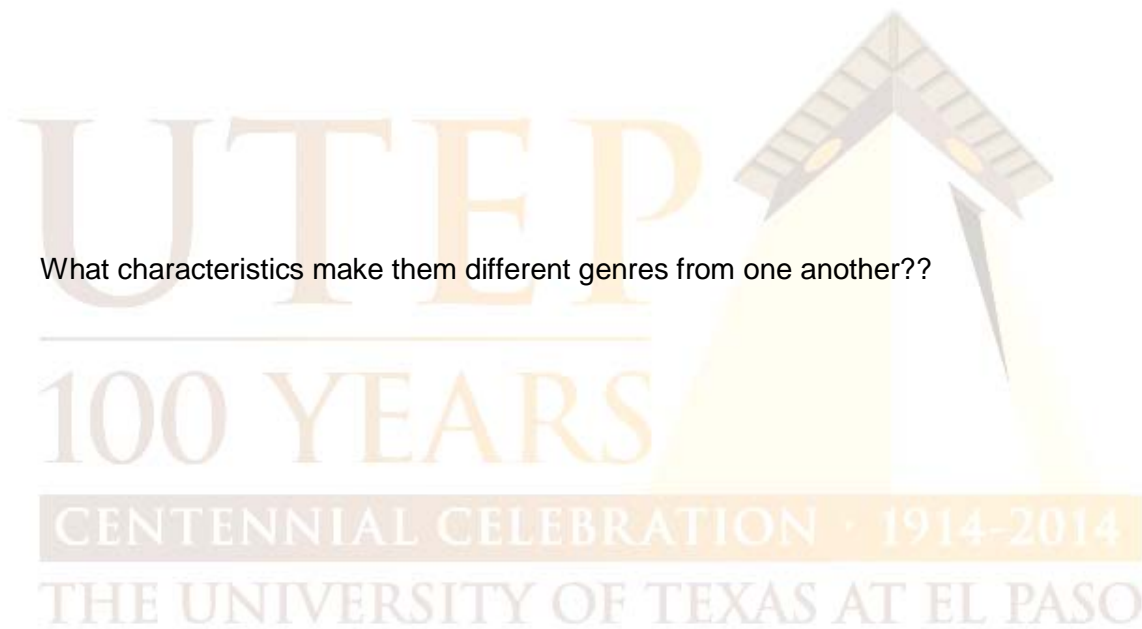
What is an Introduction?

In your Introduction, you should first establish the context for your readers to follow along with your analysis. You may want to provide some kind of understanding of what Genre is and how a difference in Genre affects communication, and will undoubtedly affect the subject matter being presented.

Your introduction should introduce the two genres you have chosen to analyze, state their thesis, and note the questions of inquiry that guide them.

Read the following introductory paragraphs from a Genre Analysis and answer the questions that follow:

A sore throat can only be the beginning. Once an infection has taken control over a body it can be capable of producing other symptoms; most, if not all, unwanted. As it continues to run its course, the infection may interfere with activities of daily living such as work, school, and even sleep. As a result, populations, especially those comprised of large numbers, turn to preventative measures to avoid becoming the next victims. At times this may be difficult to achieve. Questions such as, "How can I avoid getting sick?" and "What can I do to avoid getting other people sick?" arise. It is then that individuals turn to resources such as websites, articles, brochures, and medical professionals.

The roles these resources, or genres, play are crucial to the way in which an audience will respond. The way they are structured, their use of colors or music, and their credibility will all have an impact as to how effective the message conveyed will be. Communication by two distinct genres will therefore differ and cause one to communicate more effectively than the other. The online flyer "Everyday Preventative Actions That Can Help Fight Germs, Like Flu" provided by Center for Disease Control and Prevention, or CDC, and the You-Tube video "Infection Control for General Orientation" by EnvisionHealthEd are two different genres that communicate information concerning infection control. Although they refer to the same topic, their information is different. In order to determine which genre was more effective in communicating, their purpose, use of rhetoric, structure, and style and language will be analyzed.

1. What did this writer do effectively in the introduction?

2. How could this introduction be improved?

Activity #2: Writing the Introduction

Now that you have an understanding about what is needed for the introductory paragraph for the Genre Analysis, it is time to start writing yours! Use the space below to write your introduction. Afterwards, you might take it to the Writing Center or to your instructor to get some feedback.

Composing the Body Paragraphs

You will be responsible for developing your analysis of your two genres in the following four areas:

Audience and Purpose

To conduct any genre analysis, we first have to start with the purpose of the texts and form whom they were intended. What was the purpose of the information that the genre presented: to inform, persuade, and/or to entertain? How can a person tell? Then determine who the specific, intended audience is; conduct an audience analysis: How much can we assume the general public knows or is aware of the subject matter you are dealing with? How do they usually react to this topic? Then, discuss the purpose.

Finally, you deal with style and language. Was the language formal or informal? Based on the audience, is the language appropriate? Is there a specialized language to be found (jargon, slang, puns, references, etc)—and why was it important to the audience and purpose? If there is a lack of language—why isn't it used? Does it rely on visuals instead? Does this again reflect the parameters of the discourse community to whom it is addressed? If there is language—how much of it is there? Is it funny, serious, a slogan? Again, does this reflect the parameters of the genre?

Rhetorical Issues: Ethos, Pathos, and Logos

Next we have to consider the content and the rhetoric involved. How did the creator(s) of the genre set about making their argument/achieving their purpose? Did they attempt to establish credibility by referring to experts in the discourse community? Were they themselves experts in the discourse community? Provide examples. If they did not, was this deliberate? Did they use an emotional appeal (pathos) to persuade their audience? How? If not, was their avoidance of pathos deliberate? Did they present statistics and facts (logos)? Provide examples. If they did not, was this deliberate?

Structure and Delivery

Next it is important to consider each genre's structure. How was it put together—was there a specific order to it—or sequence that was important to the content and purpose? How much information could be provided in this structure? Why? If your genre is visual like a photograph, consider how it was photographed (vectors, framing, cropping) or if a poster, how it was designed (images, text, fonts, framing, etc). Basically, how was the information organized to convey its message? You will need to explain why this was important to the overall genre.

Activity #3: Analyzing Specialized Genres

Some genres are not typical, so you need to be creative in how you analyze them. In addition, some genres will have specialized terms and jargon within the discourse community that will greatly enhance your analysis if you use them. The genre analysis assignment is asking you to think about *how* the genres are communicating, rather than just *what* they are communicating about.

Click on the link below to view a video on analyzing genres:

http://vimeo.com/25870334

To help you apply the kind of analytical approach needed for the Genre Analysis, we can use the genre of photography. The genre of photography would require you to think about *how* the photograph is taken besides *what* is taken so it can be a good way to practice this type of analysis.

When analyzing photography, there are three terms that can help you with visual analysis. **Vectors of attention** is the term given to the areas in the photograph that immediately catch a viewer's eye. **Framing** is the term used to describe a photographer's decision of what to include and exclude in the picture. **Cropping** is decided *after* a picture is taken—what parts of the photograph should be cut to emphasize certain aspects of the picture.

For this activity assignment, use the analytical approach provided by the video and the specialized discourse of photography discussed here to answer the following questions about this image. Your instructor may ask you to complete this activity online or to submit it directly to him/her for participation points.

Use the following photograph to complete this activity assignment:

1. What do you think the photographer wanted to communicate using this image?

2. Who would be the primary audience for this photograph? How do you know?

3. In what ways did the photographer shape the photograph to communicate this message (use the specialized discourse terms)?
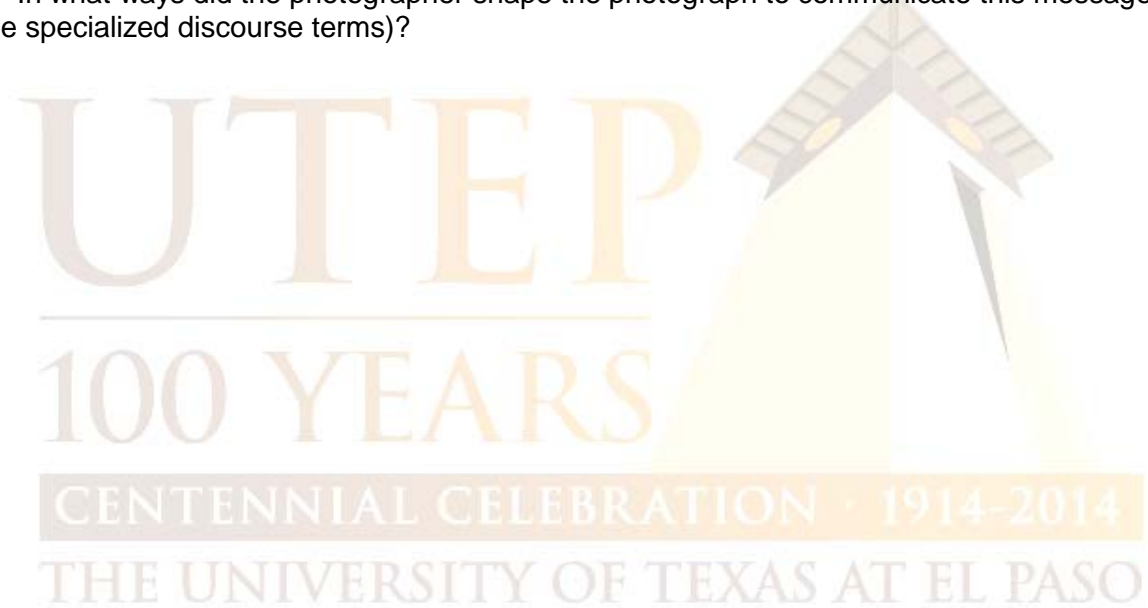
Analysis Outline Assignment

Fill in each matrix that follows for both of your genres as a way of inputting and organizing the content of the body of your analysis.

Genre #1:

Audience and Purpose	Intended audience(s) and discourse community(ies)
	What does the audience already know and what do they want to know?
	How much time will the audience spend with each genre?
	What was the purpose (inform, persuade and/or entertain)?
	How formal/informal is the language?
	What specialized vocabulary is used?
	What other language features do you notice (text, type, font, color, visuals etc)?

Rhetorical Issues: Ethos, Pathos, Logos	How does this genre establish (or attempt to establish) its credibility with the audience?
	What emotions is the genre attempting to evoke from its audience?
	What types of evidence are used to support claims? Is it valid/reliable? If there is no evidence, what is used to help support the information presented?
Structure And Delivery	How is the information organized to convey its message?
	Are there limitations placed on the information because of the genre? Does it have more freedom to express what it needs to because of the genre?
	How does the structure facilitate its purpose?

Genre #2:

Audience and Purpose	Intended audience(s) and discourse community(ies)
	What does the audience already know and what do they want to know?
	How much time will the audience spend with each genre?
	What was the purpose (inform, persuade and/or entertain)?
	How formal/informal is the language?
	What specialized vocabulary is used?
	What other language features do you notice (text, type, font, color, visuals etc)?

Rhetorical Issues: Ethos, Pathos, Logos	How does this genre establish (or attempt to establish) its credibility with the audience?
	What emotions is the genre attempting to evoke from its audience?
	What types of evidence are used to support claims? Is it valid/reliable? If there is no evidence, what is used to help support the information presented?
Structure And Delivery	How is the information organized to convey its message?
	Are there limitations placed on the information because of the genre? Does it have more freedom to express what it needs to because of the genre?
	How does the structure facilitate its purpose?

Activity #4: Writing the Conclusion

The conclusion provides a way for you to bring your analysis to a close. It is a good idea to adhere to the following:

> Remind your audience of your two genres and what you determined to be the goal or purpose of their communication respectively.

> Assert your opinion as to which genre provided the stronger, more effective mode of communication and be sure to explain why you feel this way. This is your chance to comment on the worth and validity of the genre's treatment of the subject matter, so use it well!

NOTE: Do not introduce into your conclusion new information that you did not already discuss in the body paragraphs. Readers are ready for the analysis to conclude in the final paragraph. You will only confuse readers if you begin to discuss new issues at the very end.

Use the space below to write your conclusion. Remember, you are discussing which genre was more effective in helping to convey the message and why. In addition, comment on the impact genres have on shaping information.

Drafting: Putting It All Together

In order to create a well-developed genre analysis, you will want to consider addressing each element, providing sufficient support, and integrating comparisons between them. Remember that each paragraph should logically flow into the next.

Create a Topic Sentence for EACH paragraph. A topic sentence provides the main idea for that one paragraph. It would be a good idea to include the FOUR elements within your topic sentence, as well as the genre information.

> Sample Topic Sentence: Lopez's "Who is the Illegal Alien, Pilgrim?" poster strives to reach a very specific audience with its unique purpose and perspective on a well-known issue.

> Sample Topic Sentence—same element, different genre: The audience and purpose of the "Immigration: Save the Humanity" article differs slightly in that Ramos' goal is not the same as Lopez's.

The above topic sentences do TWO things:

> 1. They both set up the subject of the paragraph. For example, the first topic sentence reveals that the writer will discuss the way the poster affects the audience through a discussion of its purpose and perspective.

> 2. The second topic sentence shows that the writer is making a COMPARISON between the two genres concerning that one element. For example, the second topic sentence tells the audience that the writer is going to discuss how the two genres differ slightly concerning Audience & Purpose.

IMPORTANT: Part of your assignment is to compare the two genres and the way they deal with the issue. Your word choice should include words and phrases that indicate you are comparing the two.

Submitting a Rough Draft:

Your instructor will require you to submit a rough draft of the genre analysis. You will be receiving comments on those drafts. The purposes of these comments are twofold:

> 1. To be sure that your project is on the right track: it meets the requirements of the assignment.

> 2. To comment on the "big issues." The instructors commenting on your projects will focus only on a handful of concerns. Addressing these concerns should help you write a more effective analysis.

The purpose of these comments is not to help with editing. The instructors will not pay close attention to grammar, usage, spelling, and other surface concerns.

Activity #5: Peer Review

Either in class or online, exchange your draft with one or two classmates. Use the following prompts to provide feedback.

1. Paraphrase and evaluate the paper's thesis statement.

2. Does the paper identify two distinct genres? If so, what are they? If not, suggest a genre that could help the author of the paper revise.

3. Select one of the three rhetorical appeals, and explain how the author of the paper could improve his or her discussion of that appeal.

4. Select one of the rhetorical appeals, and explain what is successful about the paper's discussion of that appeal.

5. Identify one grammatical issue within the paper, and explain how to correct it.

6. Explain one more way that the paper could be improved.

Activity #6: A Work Plan for Revising

Read through your draft while reviewing the comments from your instructor as well as your peers. Also check the comments alongside the rubric. Then answer the following questions:

1. What comments do you agree with?

2. Are there any comments you do not agree with?

3. What are the three big issues you will work on as you revise the draft?

If you feel that you would like additional feedback as you revise, you should see your instructor and/or visit the Writing Center.

Quick Guide: APA Formatting

Before submitting your assignment, you will want to review several APA formatting guidelines. More information can be found online, the APA Handbook, or any writing handbook.

Some important APA formatting elements for the Genre Analysis include:

- Are both genres listed in alphabetical order on the Reference page?
- Did you use hanging indentations for the References?
- Did you cite in-text using the author's name and the date of publication (and page number for direct quotes)?
- Did you create headers with the title and page number?

Activity #7: Using the Grading Rubric

After reading the two genre analysis student samples that follow, use the assessment rubric highlight link found after the assignment sheet to assess the quality of this analysis. Then answer the questions that follow:

1. Based on the rubric, what grade did you give this analysis? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify three specific things that this sample analysis did well.

3. Identify three specific things that this sample analysis could have improved upon.

4. How will you use this sample and your assessment of it to help you with your analysis?
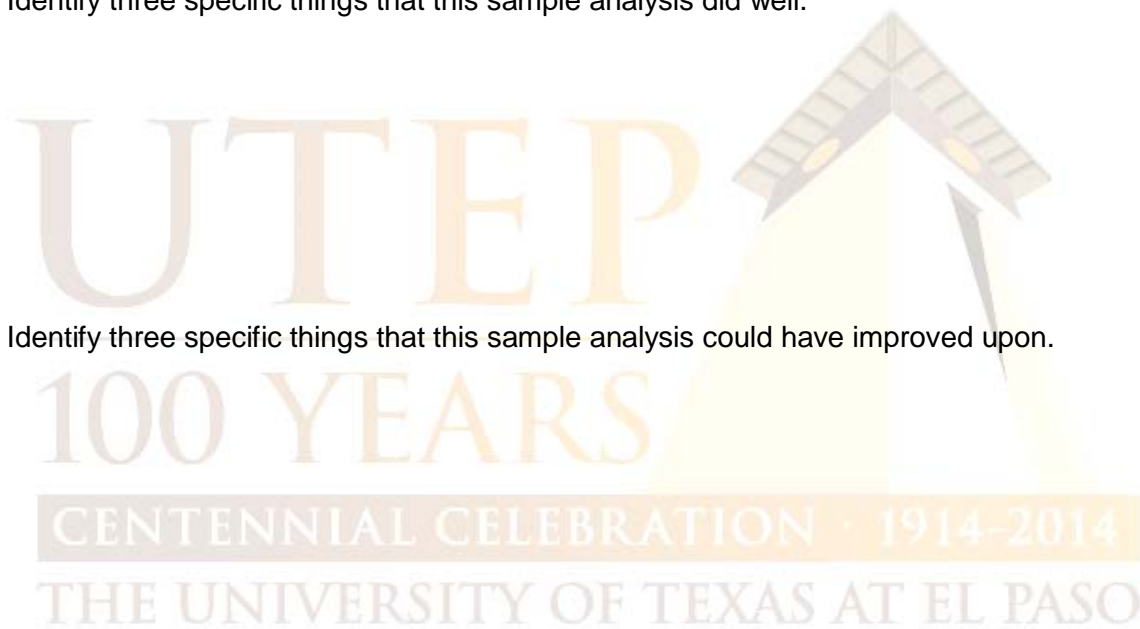
Student Model #1: Genre Analysis

Running Head: CAMPUS VIOLENCE   1
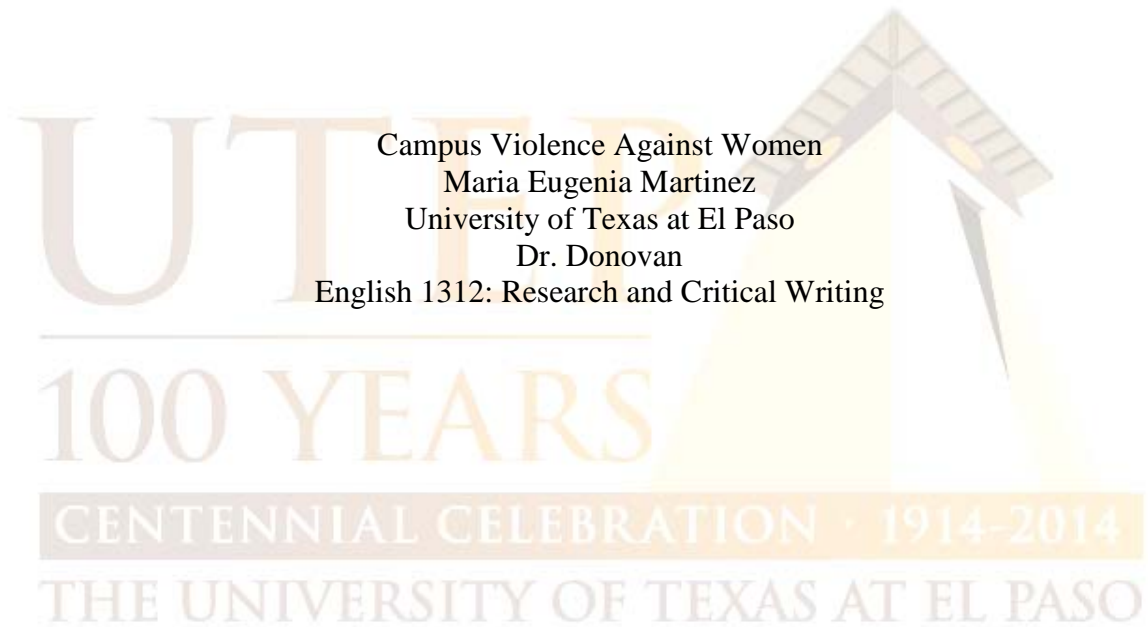
Campus Violence Against Women
Maria Eugenia Martinez
University of Texas at El Paso
Dr. Donovan
English 1312: Research and Critical Writing

Instructor: Dr. Theresa Donovan

Campus Violence Against Women

Recently, all throughout the United States campus violence has risen to the point where colleges and universities can no longer keep the issues under wraps. The media and other sources facilitate the spread of such news, not only across that particular campus, but all across the nation. The crime that seems to be increasing is, explicitly, rape. Violence against women has been ignored and pushed aside in some institutions in order to avoid being under the media's scrutiny. This issue is being addressed through two genres that support the efforts being made to eliminate campus violence especially that targeted at women. Joseph Shapiro's NPR radio news story, *Law targets sexual violence on college campuses,* explains the new law that the Obama administration has approved and will be implemented in higher education institutions all across the U.S., and the University of Arizona's MAV (Men Against Violence) club's informational brochure states the importance of men making a difference in regards to violence against women. These genres, and their views regarding the main issue, will be discussed further throughout the remainder of the analysis.

Audience and Purpose

The first genre, Joseph Shapiro's *Law targets sexual violence on college campuses*, is a radio piece that was discussed on National Public Radio on March 6, 2013. The purpose of this particular segment was to inform listeners regarding the updated act that the President has signed, and approved, containing a new act that deals with violence in college campuses. The second genre, the University of Arizona's MAV (Men Against Violence) organization has created a brochure to persuade male college students to join the club at the university that will raise awareness of violence against women while at the same time preventing it from occurring on campus.

The intended audience of the NPR segment is older people, usually interested in politics, feminists, and possible college student activists. Knowing the type of people that make up the audience for the first genre, one can infer that they are aware of current acts fighting campus violence and violence against women. For the MAV organization, the target audience is male college students, especially those attending the University of Arizona, but the club is also open to females. They are aware that violent acts are taking place within the university, and given the organization name, they also recognize that the club is mostly intended for male college students. In Shapiro's radio piece, people need to know what the current president's beliefs are, and what his views are against issues like campus violence in order to figure out what acts he will approve and support. Unlike, the first genre, the second genre's audience does not require any political knowledge to form part of the organization, but they do need to know the intent of the club, its purpose, and perhaps some of the activities that they will be engaging in.

Both genres differ in the amount of time required to cover the information, and the available time that the audience has is also a factor on how much time will be spent on each piece. Since the first segment is presented through the radio, listeners will spend from three to four minutes with the story. Due to the manner in which the segment is being presented, the piece needs to be brief and concise in order to properly inform the listener and maintain their attention. The second genre is presented through a brochure which facilitates the spread of information, however the MAV brochure, contains too much information to read quickly and the reader would have to be very interested in the organization in order to continue reading the brochure.

Each genre's purpose is to inform their audiences of subjects dealing with violence against women on campuses, however they each presented the information differently. In the radio segment, the purpose of the piece is to inform the audience of the actions that are being taken to prevent further crimes from occurring and how powerful and influential figures are responding to the issues at hand. The purpose of the MAV brochure is to persuade male college students to join

the club, as well as inform readers about the purpose of the club and what members will be

achieving, personally, if they decide to join the organization. Each genre molds its vocabulary to

communicate the information and as a result, the audience can witness the use of specialized

vocabulary in each piece. Since the radio segment is an informational news story, the language has

to be professional; the fact that the news is being transmitted through national radio also limits the

use of vocabulary that can be utilized and as a result the piece is greatly censored. In the brochure

the language is not very formal, it even contains a misspelling; it does not utilize very elevated

language because it is not attempting to induct professionals into the organization, it is targeting

young men in hopes of educating them. The vocabulary used in the news story and the brochure is

specialized, it focuses on describing the issue at hand. The terminology is associated with acts

against violence, like the Violence Against Women Act, the Campus Sexual Violence Elimination

Act (SaVE Act) which requires universities to disclose any incidents dealing with violence and

sexual crime to be published "in annual campus crime statistic reports" (Clery Center, 2012). Other

specialized vocabulary particular to the topic consisted of words like violence, masculinity,

victims, sexual assault, gender role stereotypes and justice, among others. Language features

present in the radio segment which can be viewed in the written version of the piece are very

neutral; the text can be interpreted as being supportive of the acts that were passed and perhaps

even siding with the victims that were mentioned in the story. The language features that are

present in the MAV brochure are that the text is informative, descriptive, persuasive, and with a

purpose. The font of the written version of the news is clean, simple and legible, there are no

visuals in the page and no exotic colors were used. Black and white were the only visible colors in

the piece and these serve to reinforce the implied neutrality in the piece. The titles of the different

sections of the brochure are in a large bold font, there is much information regarding the club and

the manner in which potential members can join. The brochure is solely black and white with large

text boxes and an organization logo that provides more information on dating abuse or any type of violence.

Rhetorical Issues

Both genres exhibit rhetorical appeals, the manner in which these are implemented and enforced differ in accordance with the genre.

Ethos

In the first genre, the presenter of the segment consults leaders of support groups for the victims of assault, or those who were the victims of a crime, and he appears to be somewhat deliberate when presenting the information. The segment establishes its credibility by presenting the information via a credible and distinguished source. People are aware that the content NPR presents is credible, it also provides information dealing with the President and the acts that he signed dealing with the topic. In the second genre, the creator of the brochure made the argument that men should be more active in protecting women against violence by constantly stating the importance of the participation of men against violence. The credibility of the organization was established by citing places where members volunteered and other organizations with which they were affiliated, such as the Oasis Program for sexual assault and relationship violence.

Pathos

The radio piece's presenter does not utilize an emotional appeal in an exaggerated manner, he inserts it into the segment very subtly. He provides an example of a victim of rape, and later goes on to talk about her current life and how she is managing after the incident. Since the genre is very effective in conveying a desired emotion, being that the content is heard, not read, the tone in which the information is presented can affect the manner in which the audience will respond. The brochure is very limited in terms of generating a great amount of emotion from readers due to the fact that it is read, and the information in it is focused. A quote from the cofounder of the organization that expresses his views regarding the issue at hand, is the only attempt at pathos "It's

not enough to say, 'I'm a good guy, I don't abuse any women'. You have to send a message that if

you abuse women you will lose status with your peers" (MAV). The brochure is attempting to

evoke emotions of eagerness and assurance, demonstrated through the language used, that will

encourage its readers to form a part of the organization.

Logos

The first genre used logos through its terminology; in this manner he maintained the piece

professional and appealing to the audience. The types of evidence that were used to support the

claims of campus violence were victims, acts designed against that type of violence, and speakers

representing differing view points. The evidence is reliable, because the presenter of the segment is

a reliable journalist. In the second genre, the brochure presents some facts, the "Fact vs. Fiction"

section, but these are not supported in the text by scientific evidence or studies they are simply

universal points believed by most to be correct.

Structure and Delivery

Given the main topic of both genres, the way in which the information was organized in

each genre varied. In the first genre, the presenter began with a statement that immediately grasped

the listeners' attention by talking about the act that the President had signed that dealt with

protecting women against violence. In the second genre, the brochure has too much information

which may discourage the reader from finishing the brochure. The presentation of the material

affects the information because both genres need to express their purpose in a time efficient

manner that will keep listeners and readers interested in the topic. Since one genre is presented via

radio and the other through a brochure, the information has to be concise and appropriate, allowing

for their audiences to fully engage in the content and be easily informed.

Conclusion

Overall, both genres discussed the main topic well. The first genre was more political than

the second, but the second genre allowed for an easier interpretation of the content due to the target

audience and setting. Each genre demonstrated a different side of the issue and raised awareness of violence against women on college campuses. Violence on campus is a serious issue, and one that both of these genres are attempting to challenge and change.

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Clery Center. (2012). *The campus sexual violence elimination (save) act*. Retrieved from http://clerycenter.org/campus-sexual-violence-elimination-save-act

MAV. *Men Against Violence.* The University of Arizona. Retrieved from http://www.life.arizona.edu/docs/ra-section/violence_prevention_men_against_violence.pdf?sfvrsn=2

Shapiro, J. (2013). Law targets sexual violence on college campuses. *National Public Radio.*

Student Model #2: Genre Analysis

Running Head: Gem of the South West

The Gem of the Southwest: Genre Analysis of a Poster and a Blog

Marco Vega

University of Texas at El Paso
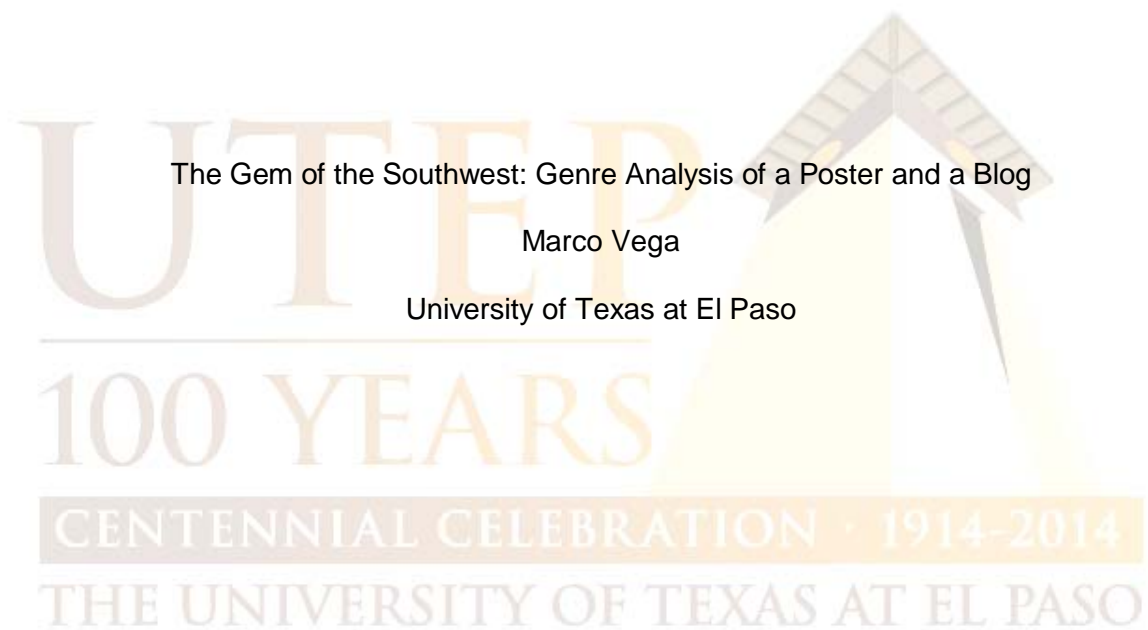
The Gem of the Southwest: Genre Analysis of a Poster and a Blog

The Southwest, a vast expanse of land and wonder, most popularly renowned as the Wild West, is a place where imagination meets human ingenuity. This ingenuity has lead to the creation of one of the most majestic theatres in the El Paso Southwest region---The Plaza Theatre. By the late 1920s, El Paso was a growing metropolis. With a population of 100,000, El Paso already had two airports, a fully developed trolley system, and all of the necessities of any other modern city. At the center of it all was the Plaza Theatre, which opened September 12, 1930 to a capacity crowd of 2,410. The Plaza was designed with many characteristics of a Spanish Colonial Revival style era. At its time it was seen as a modern film house with the flexibility of presenting stage shows, movies, and becoming a fixture in the lives of theater-goers for generations to come, as well as serving as a staple of El Paso's heritage. This would all change as soon as the 1950s rolled around.

The 1950s brought with it the introduction of television and the rise of suburban neighborhoods, which pushed audiences further and further away from the Plaza's central downtown location. After years of infrequent programming, the decision was made in 1986 to demolish the Plaza Theatre and make room for a parking lot, but the community fought back, and with the help of the El Paso Community Foundation, they raised a million dollars to save it from demolition. Following years of renovation, the Plaza was restored to her former glory. The only problem the theatre faces now is attracting its mass audiences it once had many years ago. By attracting a diverse audience group, the theatre can ensure its future for many years to come. The first step in gaining an audience is to advertise. This essay, will analyze two genres of communication---a poster and a blog--- that each pertain to promoting the Plaza Theatre. The areas in which the project will be analyzing are audience and purpose, rhetorical issues, structure, and style and language.

Audience and Purpose

The intended audience for this poster is anyone from the El Paso community. The discourse communities are people who are interested in the performing arts or downtown area of El Paso's Historic District. They already know that the Plaza Theatre is a performing arts venue that caters to many performances, yet they would like to know what other performances will be held and how the Plaza is included into El Paso's Downtown Historic District. An audience does not need much time, maybe less than a few minutes, to look at the poster and realize that the Plaza is part of the Historic District downtown. The poster's purpose is to inform the audience that there is a tour of El Paso's Downtown Historic District and that the Plaza Theatre is among one of the destinations on the tour.

As for the blog, the intended audience is primarily the El Paso community and the discourse communities are bloggers, tech savvy people, and activists. El Paso's audience already knows that the Plaza Theatre was recently renovated and is doing very well now in terms of the amount of performers using the newly restored venue. Many want to know if other older areas will get the same face-lift. This genre will take a little longer for the audience because it has more information that needs to be read in order to be understood completely. The blog serves as a mode of communication to inform the audiences of the recent renovation of the Plaza Theatre, while bringing attention to other sites similar to the Plaza that are in need of the same treatment.

The purpose of promoting the Plaza Theater remains the same in both genres, but it is the audience that differs slightly. One favors a more tech savvy person, while the other is more accessible to the everyday person.

Rhetorical Issues

With only ten words on the poster, it does not confuse the audience by overloading them with information, which makes it very understandable. The presentation of information creates

an easy to read logos—logical appropriateness. The emotion that it's attempting to evoke is a sense of pride and elegance, with the silhouette of a ballerina performing in the black shadow of the Plaza. The types of evidence that are used to support claims include the small text at the very top of the poster, which reads, "Walking tour of El Paso's Downtown Historic District." This helps validate that the Plaza Theatre is an important historic landmark within the downtown area. This tour is organized by the city of El Paso, which gives the poster its credibility.

A blog's credibility usually depends on the blogger, or person who is writing about the topic, and his or her credentials and background. The blog's creator, Raymundo Eli Rojas, does not have very convincing credentials. The blog mentions many other run-down places that should be next on the list for renovations. Evidently, these pictures would create sympathy and a feeling of wanting to help restore these places to their former splendor. The blogger refers to other sources when he talks about the history of certain areas, such as "Farah Haines says the theater was 'designed by architect O.H. Thorman to look like a Southwest mission. The exterior was cream-colored brick stucco, antiqued with false cracks, with a bell in the tower, colored Mexican tile in the arch at the top of the facade, and stain glass windows. The interior featured a 30-foot lobby and a mural with a Spanish theme.'" When talking about renovations, the blogger refers to experts like Farah Haines to paint a picture in the reader's mind of the grandeur that can further supplement his claims. By referring to experts and other historians, it helps support the blogger's information.

A genre that relies on visuals, like the poster, can influence a person's emotions much easier than a genre that primarily uses text, like the blog. The simplicity of the poster makes it more appealing to a person's emotions because that is the main purpose of this style of art, to evoke a sense of emotion from the viewer. Although a blog writer has some credibility by citing many historians and experts in the field, his own background as a blogger does not have much standing. Basically, the writer is just ranting over his own observations on the topic of promoting

old theatres, such as the Plaza, and citing historical information when needed. Being that it is a blog, it is essentially the writer's opinion, which can spur an emotion in readers.

Structure

The organization is simple. Consisting of only ten words, the main idea, which is the Plaza Theatre, is gaining the most attention (being a much larger text), while the text above displays more information of a walking tour. There are some limitations because adding too much text would crowd the poster, making it unappealing to audiences. However, the configuration in which the poster was made supports the idea of the theatre as it promotes itself as a performing arts venue. It is most fitting to express the idea with more visual aspects and as little text as possible, in this case, only ten words. Due to its simplicity, the message is conveyed easily and is visually appealing.

Concurrently, the blog's information is laid out in an organized manner, with the main topic at the top and supporting information following right under it. There are no limitations in this blog other than the writer's own ingenuity in expressing his thoughts. Since the blog is posted on the Internet, there are more than enough freedoms that allow the writer of the blog to fully explain his ideas. The blog is separated into sub-paragraphs and divisions for each aspect of the topic that is being discussed, thus allowing a flowing structure that can easily be read.

As far as structure is concerned, the poster is very straightforward and to the point, and having little text, the creator is able to convey a feeling of elegance in the Plaza's silhouette. This direct approach is similar to the blog, which is organized, clearly written, and easily understandable.

Style and Language

The poster's language is formal. There is some form of specialized vocabulary in the sense that it is informative. For example, at the top of the poster there are eight words that provide all the information that any viewer needs. It reads, " Walking tour of El Paso's

Downtown Historic District." This informs the reader that there will be a tour displaying one of El

Paso's historic areas, the Plaza Theatre. The other language features include the font of the

"Plaza Theater," which resembles an early 1920s-30s text style, corresponding with the time

period in which the theatre was constructed, referring back to the majestic feel of the theatre

during it's golden years. Also, the size of the font adds emphasis to the theatre, with the

informative portion at the top in small text and the words "Plaza Theater" in much larger text.

The colors are simple and very contemporary such as midnight blues and simple black and

white silhouettes. These elements support the poster's image of a grand performing arts venue,

one of high-class standards and elegance.

Conversely, the grammar used in the blog is a mix of formal and informal language.

There is some form of specialized vocabulary in the sense that it is very casual. The other

features that this blog offers are very generic and bland with more text than anything, while

maintaining the same font throughout the blog. The introduction of a few pictures of the

structures he refers to in his text helps readers visualize the extent of the problem and puts a

picture to a name as they read through the blog.

The style and language differ greatly between the poster and the blog. In the poster, the

words "Plaza Theater" are written in a font of the 1920s, evoking a sense of grandeur during its

prime. On the contrary, the blog is very informal in its diction and portrayal of the Plaza Theatre

to its readers. Furthermore, the manners in which the poster and blog promote the Plaza

Theatre differ, but ultimately, they act together to advocate for the same cause.

In conclusion, the poster and blog are two different genres of communication that convey

the same idea. This essay, analyzed two genres of communication---a poster and a blog---

whose purpose was promoting the Plaza Theatre. The way the message was conveyed was

measured in four areas that were covered in the paper: audience and purpose, rhetorical

issues, structure, and style and language. In the end, with all of the genres similarities and

differences, it is difficult to choose which is the most effective at promoting the Plaza. It is

ultimately up to the audience to decide. Just as the old saying goes: "Beauty is in the eye of the beholder" (Margaret Wolfe Hungerford). Any one genre of communication can have numerous interpretations and levels of effectiveness.

References

Pamanes, K. (n.d.). *Downtown El Paso Plaza Theatre poster*. Retrieved from
        http://www.coroflot.com/karlapamanes/posters/14

Rojas, R. E. (2011, March 22). Is The Plaza Theatre Enough [Web log message]. Retrieved
        from http://deepinsideelpaso.blogspot.com/

Activity #8: Self-Evaluation

Now that you have submitted your final draft of the Genre Analysis and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did the rater suggest you could improve on?

4. What do you need to do to prepare for the NEXT writing project?
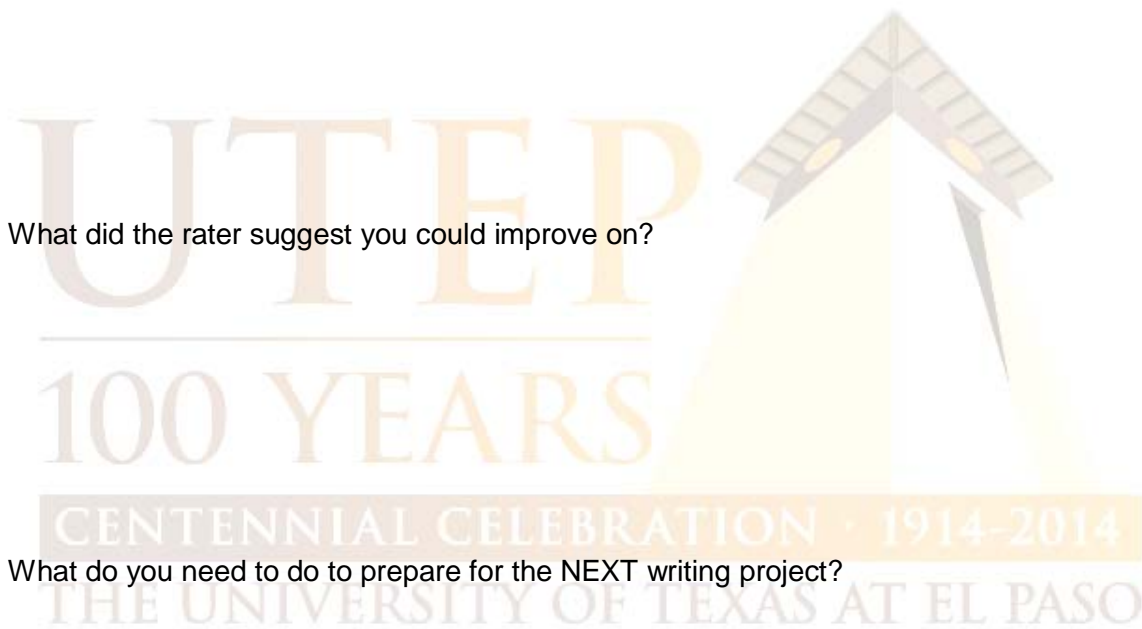
Publish: Add the Genre Analysis to your Advocacy Website

The Advocacy Website requires a page that connects and adapts the genre analysis to your discussion of the problem/issue showing how different advocacy groups have adapted their messages to different genres and discourse communities.

After you have received your grade and comments, you will want to adapt your text-based Genre Analysis for your Advocacy Website. Consider that the text-based project you just completed was designed for an academic discourse community. However, the Advocacy Website allows you to expand your audience. This audience will expect different design features such as images, color, and readable text. Also, be sure that your Genre Analysis will open within the Advocacy Website by clicking on its menu tab. Points are deducted when web pages open like attachments.

See the Thinking about Design principles of design in the Advocacy Website section of this *Guide*.

ASSIGNMENT #2: Literature Review/Research Report

Expert Writers Draw on Five Knowledge Domains[4]
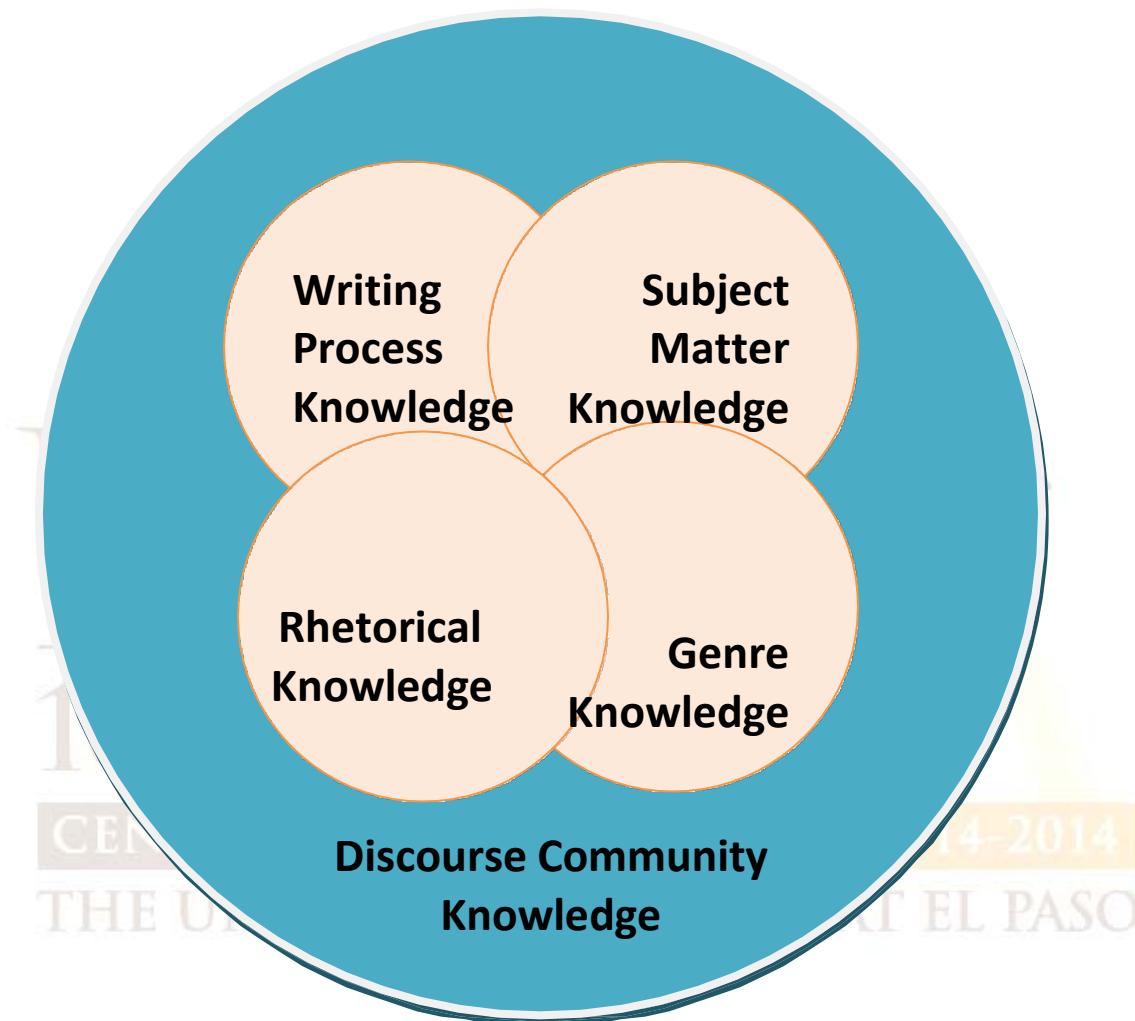
In this assignment, you will learn to:

- Develop subject-matter knowledge through a variety of research methods
- Recognize the rhetorical situation surrounding the literature review genre
- Compose using a writing process

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[4] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of Literature Review/Research Report

A literature review/research report is more than a simple summary of sources. This genre is designed to bring your audience (and you) into the conversation surrounding your topic. It begins with creating effective questions meant to guide the research that will be conducted and created. These research questions are meant to help you become an expert on a topic/issue you have chosen. It is an opportunity to create a knowledge base that you can continually draw from to help you persuade, advocate, make decisions, and take positions at a later time.

For professionals, literature reviews are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research project's investigation. Comprehensive knowledge of the literature of the field is essential to most research projects.

A literature review requires that you ask research questions, locate and imagine alternative answers to those questions and suspend judgment by not drawing conclusions. As a genre, it has an organizational pattern that combines summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information so that it helps you address your specific research questions. A synthesis links your sources to one another and to your research questions. This document also evaluates the sources in terms of which are most relevant to the research questions and which are the most credible. In the end, the project presents research information as a *conversation* rather than as definitive answers.

Why write a literature review?

The literature review is primarily designed to help you become more of an expert on your topic **BEFORE** you create an argument. It is designed to help you build your **Ethos** (credibility) when you argue on a position you take. The more research you have to support the argument, the better your chances to successfully persuade your audience. On your Advocacy Website, the Literature Review will provide your audience with the background needed to understand the significant questions and research related to your topic.

Now that you have familiarized yourself with how other communicators are creating their own messages (**genre analysis**), it is now time for you to become more familiar with your topic so that you can do the same.

In addition, this assignment has very practical reasons for the class. In order to generate an argument concerning the topic you chose, which you will do in your documentary film project (major assignment #3), you must first learn all you can about the issue. Although most of you have very strong feelings about your topic, many of you know very little about it, especially when it comes to academic research.

What you don't know, CAN hurt you!

When you try to create an argument based on what you know and how you feel as opposed to what you understand through direct examination:

- Your arguments can be based on inaccurate information and illustrate that you are not educated on your topic.
- Most communicators who attempt to create arguments without conducting adequate research create ones that are **emotional** and **weak**.
- Most often, you create **one-sided arguments** that are based only on the side of the issue you care about. In other words, you are creating a **biased** argument.
- Your ethos suffers because you appear unintelligent about the issue.

- Our overall goal is for you to learn and understand how research is conducted ethically, and how to apply and utilize research in your writing assignments.

Skills and strategies you will learn and utilize:

- How to ask research questions
- How to find answers to those research questions through primary and secondary methods
- How to articulate answers to those questions without arguing.
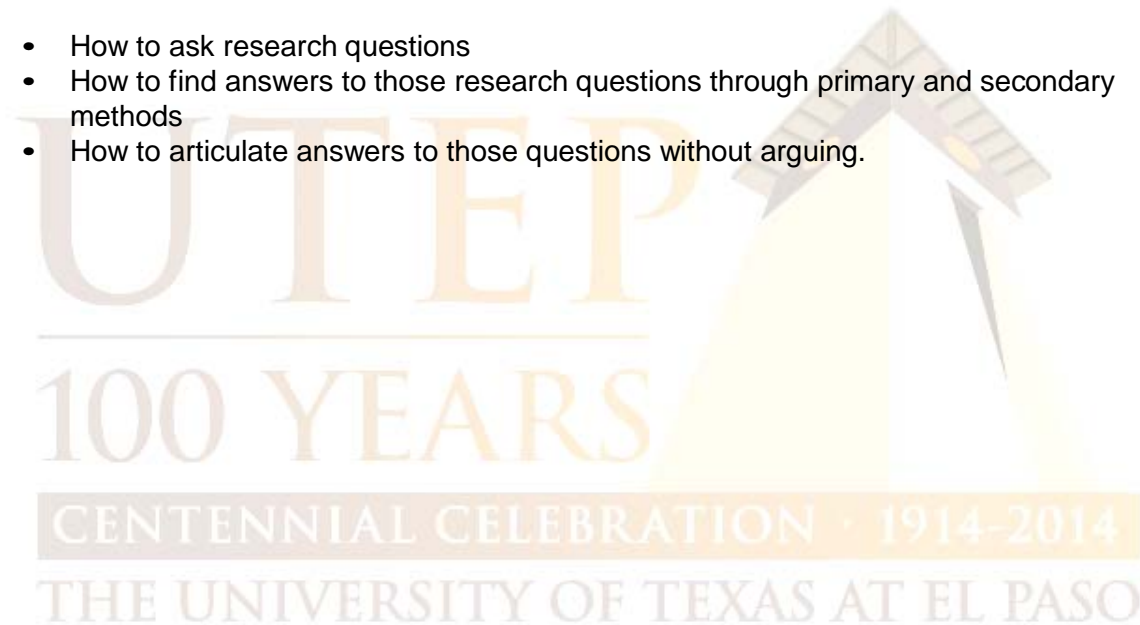
Reading About Writing: Literature Review/Research Report

As a way to further understand how important literature reviews are to research and argument, consider how and why scholars are writing about them.

Find and read the following article, and answer the questions that follow. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Wardle, E. (2007) Understanding 'Transfer' from FYC: Preliminary results of a
longitudinal study. *Writing Program Administration 31*(1/2), 65-85.

Wardle is writing about an early pilot research project she created to learn more about the transference of skills from students in Undergraduate Writing programs to their subsequent majors.

- How does Wardle conduct a literature review to discuss the term "transfer?"
- What does Wardle want to learn from her research questions, and what are the parameters/limitations of the research study she has created?

Assignment Guidelines for Literature Review/Research Report

To learn and understand how research professionals work, you will conduct both primary and secondary research on **educational, cultural, environment, economic, technological, social, political, or ethical** issues. Other topic choices may receive low scores from the Scoring Committee. You will summarize and synthesize the arguments and ideas of the research sources alongside the data you collect. Then you will design a project and engage in the research process. The end result will be an **8-10 page literature review/research report** based on a combination of the primary research data and the secondary sources. (Not including cover page, references, and appendices with graphs and images.)

Research Questions

There are hundreds or even thousands of articles and books on most areas of study. The more narrow your research questions, the easier it will be to limit the number of sources you need to answer those questions. You will not be expected to read everything available on the topic, but you will make your work easier if you first limit your scope with a good set of research questions.

Your instructor will require that your research questions be approved before you begin your research.

Remember that the more focused your topic, the better the quality of your work (and thus the higher your grade!). Do not rely on general topics such as "feminism" or "child abuse." These are good starting points for research that can then be made more interesting, novel, and meaningful.

As you are formulating your research questions, do some preliminary library research to see what other researchers have to say about your question. Good databases to start with are LexisNexis (non-scholarly sources) and Academic Search Complete (scholarly sources) because these two databases index more articles than any other databases. Check the Statistical Abstract of the United States and US Almanac for statistics as well. *Avoid sources that you randomly found on the internet*. **You will need 7-10 sources for your project**. Your instructor will give you guidelines about the number and kind of sources permitted.

You will also need to conduct primary research, which is the collection of data or information that does not already exist in a library or website. This is original research that you design yourself in response to one or more of your research questions. You can collect data through surveys, observation, and/or interviews that answer your research question. The more data points (answers) you have, the more robust are your findings. Your instructor will give you specific instructions about finding and analyzing sources, working together in research teams (if applicable), and how to handle your data.

Depending on your topic, sources should include:

• Scholarly journal articles;
• Statistical resources, such as data from an official government resource or reputable organization (EPA, DOT, Census, CDC, NIH, UN, Statistical Abstract of the United

States, etc.);
- Magazine or newspaper articles from high quality sources such as *Business Week*, *National Geographic, NY Times, Chicago Tribune*;
- Broadcast media such as NPR, PBS, BBC;
- Specialty dictionaries and handbooks (*Handbook of Chemistry and Physics, World Almanac*);
- **Do NOT cite:** Wikipedia, general knowledge encyclopedias, general dictionaries, Opposing Viewpoints, Pro/Con, Current Controversies, etc.

Format

You must maintain <u>third</u> person voice throughout, use APA formatting, and the sections of your literature review/primary research report should include:

- Abstract
    - o A short, one or two-paragraph summary of your research questions and your findings (no more than 150 words). You should write this last.
- Introduction
    - o General background information that prompted the research.
    - o A clear statement of purpose.
    - o Stated research questions (3-4). Remember that more specific questions allow for more specific answers, and this improves the focus immensely. They must be strong enough to push the entire project forward. These questions should appear in bullet list format.
    - o A thesis statement.
- Review of literature (the bulk of your project).
    - o Blend a discussion of your primary and secondary research findings into the Literature Review. Base this blend on a discussion of ideas in response to the research questions, rather than the individual sources.
- Be sure to name your primary research and cite it as you would any other source.

Include

- A discussion of your 3-4 research questions in the order you presented them.
- Your own research as one of the sources.
    - o Provide a discussion of your research methods (this includes respondents, sample, and data collection).
    - o Provide a discussion of your results and conclusions.
    - o Tie your research to your other sources.
- At least one graphic image embedded in the text, including but not limited to, a table, graph, or chart (any type). These can be from your own research or from the literature. Be sure to label this graphic image and discuss its relevance to the question it intends to answer.

In this project, it is vital that you do NOT take sides or show any bias as you discuss all sides of the issue. When discussing the sources that you have found, think of yourself as the mediator in the debate—the voice for *both* sides, not just one. When discussing the literature, explore the ideas as they (the sources) present them, not what you think about them.

Be sure to include a <u>Reference Page</u> and use in-text citations in the report itself. Your instructor may require you to turn in drafts, survey or questions (1 copy), abstract/citation pages from the articles cited in your literature review, pre-work with sources, and a copy of your primary research spread sheet (if applicable). Every graphic should be labeled as a Figure or a Table and given a consecutive number: Table 1, Table 2, Figure 1, Figure 2, etc. Caption every graphic image. See Chapter 5 for details on APA style.

Key Elements Checklist:

- ✓ Informative, NOT argumentative.
- ✓ Provide 3-4 research questions.
- ✓ Include one form of primary research (interview, survey, observational).
- ✓ Include one visual representation of research (chart, graph, table).
- ✓ Answer your research questions with multiple perspectives.

Rubric for Literature Review/Research Report*

CATEGORY	A	B	C	D	F
Research Questions: Quality and answerability 40 pts.	Very well developed and focused questions that effectively enter the discourse community. All questions are strong enough to carry the entire project forward and are unbiased.	Well developed and generally focused questions that effectively enter the discourse community. Most questions are strong enough to move project forward and/or are unbiased.	Questions seem somewhat undeveloped and focus may be too broad or narrow. Bias may be discernible in no more than one question.	Questions are undeveloped and focus is too broad and/or too narrow. They do not effectively enter the discourse and cannot carry the project. Bias is discernible in more than one question.	No discernible research questions.
Relevance of Information: Does it answer the research question(s)? 30 pts.	Information from research clearly and thoroughly relates to the stated research question(s). It is well- developed and includes several specific supporting details and/or examples.	Information from research generally relates to research question(s). It is somewhat developed and provides sufficient supporting details and/or examples.	Information from research sometimes relates to stated research question(s). It is under- developed; a few details and/or examples are given. Support is general.	Information from research generally does not relate to the research question(s). It is underdeveloped; no details and/or examples are given.	Information is irrelevant to either stated or unstated research question(s).
Presenta- tion of Research: Woven, fair use 30 pts.	Research is used skillfully to answer research questions, introduced and skillfully woven with the writer's own words. It is represented accurately and demonstrates a variety of perspectives.	Research is used effectively to answer research questions, is introduced and woven with the writer's own words Representa- tion is mostly accurate and demonstrates more than one perspective.	Research is used somewhat effectively and may not always answer the research questions, be introduced and/or be woven into the writer's own words. Representa- tion is somewhat accurate. Only one perspective may be presented.	Research does not effectively answer the research questions, is not introduced and/or not woven into writer's own words. Only one perspective is presented. Representation may be inaccurate. Quotes may overtake the writer's language or may be floating.	Research is missing and/or does not answer research questions. Only one perspective presented. Sources, if present, are used inaccurate- ly. Quotes overtake the writer's language, are not introduced, woven, and/or are floating.

Primary Research 35 pts.	Discussion of primary research is exceptional. Purpose, methodology and results presented. Primary research is clearly tied to other sources and one or more research questions.	Discussion of primary research is good. Purpose, methodology and results are generally explained. Primary research is generally tied to the discussion of other sources and one or more research questions.	Discussion of the primary research is adequate. Explanation of purpose, methodology and results has some weaknesses. Primary research may not always be tied to discussion of other sources and research questions.	Minimal attention to the discussion of primary research. Explanation of purpose, methodology and/or results is missing or simply mentioned. Primary research is not tied to other sources and/or research questions.	Primary research is missing from the document.
Required number, good quality, and variety of sources 15 pts.	Has required number of sources. Sources taken from a wide variety of media. All sources are of excellent quality appropriate to the topic.	Has required number of sources. Generally taken from a variety of media. Quality of most is strong and relevant to the topic.	Short 1 source and/or variety is somewhat limited. Most of good quality.	Short 2 or more sources and/or variety is limited and/or most of poor or questionable quality.	No sources used.
Graphic image 10 pts.	Graphic image(s) is appropriate to research question, well placed/well sized and thoroughly and effectively explained.	Graphic image(s) is appropriate to research question, generally well placed and well sized but is sufficiently and somewhat effectively explained.	Graphic image(s) is minimally appropriate to the research question, size and placement somewhat inappropriate and/or it is adequately explained.	Graphic image is not appropriate to the research question and/or has no explanation. Size and placement are inappropriate.	Graphic image is missing.
Writing Fluency: Academic voice, third person, present/past tense, clarity 25 pts.	Demonstrates skillful writing fluency, exhibits no or few grammar and mechanical errors. Academic voice, third person, tense are consistent. Writing is clear.	Demonstrates good writing fluency, exhibits minor grammar and mechanical errors. Academic voice, third person, tense are mostly consistent. Writing is clear.	Demonstrates adequate writing fluency, exhibiting a fair number of grammar and mechanical errors. Academic voice, third person, and tense are somewhat consistent. Writing could be clearer.	Demonstrates limited writing fluency, exhibits numerous grammar and mechanical errors. Academic voice, third person, and tense are inconsistent. Writing is unclear.	Writing is not fluent.

General APA format and assignment guidelines 15 pts.	Meets APA formats for in- text citations and reference page requirements/ page layout and citation format criteria found in assignment guidelines. Acceptable length for topic/ assignment	Meets APA formats for in-text citations and reference page requirements Most assignment guidelines met. A few minor format errors.	One or more major in-text citation and/or reference page requirements not met - assignment guidelines evidence formatting errors/ Length is either too short or too long.	Many major in-text citation or reference page requirements missing or incorrect/ many guideline or format errors. Length is either too short or too long.	No evidence of APA format and/ unaccept-able length

*Rubrics are subject to minor changes. Students will be notified if changes occur.

Activity #1: Preliminary Research Questions

One of the most important skills you will gain in this course is the ability to research. This skill, for which you already have much practice, can become quite daunting. Remember, research starts broad and becomes more focused as it continues, and you can expect some confusion in the beginning as disparate and seemingly unrelated information pops up.

However, continuing the research will provide you with an understanding that no one else will have. Once you understand the various positions that can be taken concerning your questions, you can then decide which area seems most promising to research further.

Research questions are an initial step in the research process because they allow you to take a closer, more specific look at your overall topic. The goal is to eventually focus your research on a very specific aspect of your topic that you can work with in your next project, the Documentary Film. Developing focused and unbiased questions at this stage in the process will help you get there. Research questions take on two forms: the preliminary and the focused.

Preliminary Research Questions

The first type of research and research questions are preliminary and often very broad because many of you do not yet know very much about your topics. This first set of preliminary research questions is meant to help you develop an understanding of the topic and the important conditions that exist within it. In your attempts to answer these basic research question you will inevitably begin to discover more about your topics, which will then allow you to move on to the second type of research questions, which will ultimately become the questions you will use in your Literature Review.

Here are some examples of preliminary research questions:

- What is cyberbullying?
- How common is it?
- What are people doing about it?

As you can see, these questions are very big and very broad, but they will help you to understand your topics better, which will in turn allow you to enter into the conversation with more ethos, or credibility. Remember, the preliminary research questions are rarely the research questions you will ask in your literature review. Instead, they are intended to help you learn enough about your topic so that you know what questions/directions will best serve your intent.

To develop more specific and meaningful questions, consider what questions experts have about your topic as well as what other ask about it. For example, what questions would psychologists, teenagers, parents, or school administrators have about cyber bulling?

You will also want to consider subtopics that will help you generate productive questions. For example, what are the different causes of cyberbullying?   Is cyberbullying the same as bullying on the playground or in school? What laws deal with cyberbullying?

Either on the discussion board of Blackboard or on a Word Document, answer the following questions:

1. What do I already know about this topic?

2. Where did I get this information?

3. Why do I believe it – or – what is my bias?

4. What are the experts saying about this topic?

5. What are others saying about this topic?

6. What are the subtopics that develop an understanding of this topic?

7. What subtopic is most interesting to you?

8. What subtopic has been researched best?
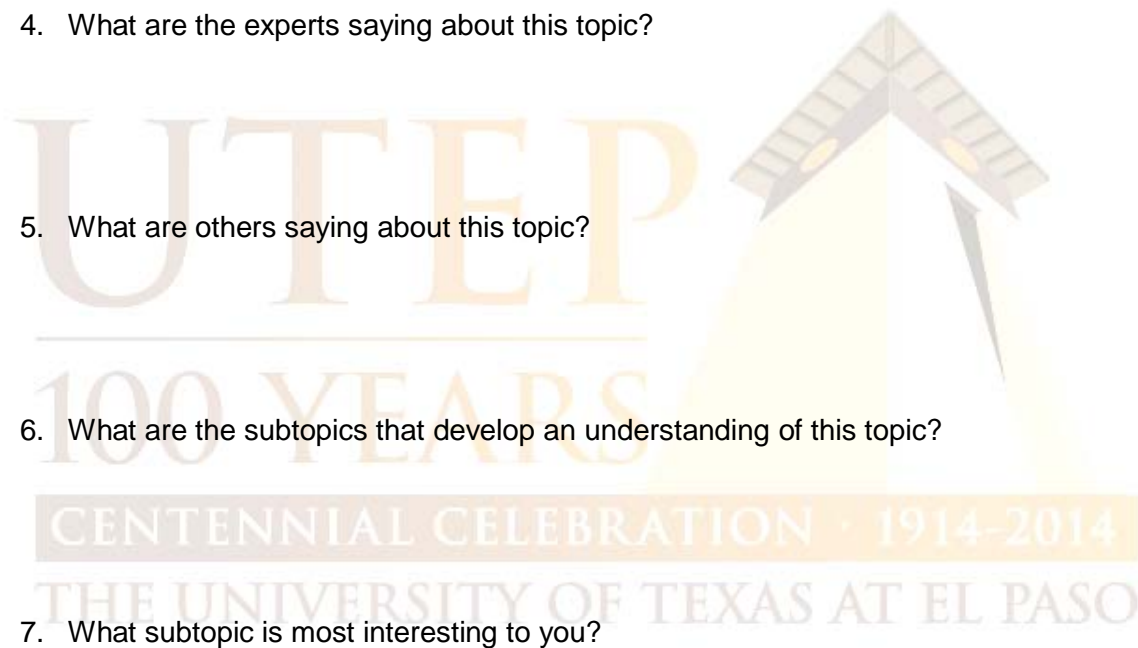
Activity #2: Defining Areas for Inquiry

The lit review questions guide the research you will conduct and are, therefore, one of the most important aspects of the literature review. Generally there are two phases of research. The first phase, which you have begun in Activity 1 requires that you learn about your topic in a general way–-what it really means, what people say, how important people think about it, how old/new is the issue, and so on, The second phase requires that you answer your literature review questions.

This activity is designed to help you focus your topic and find the literature review questions that will provide the most important information. The information you provide here is part of phase one research but since there is no real line between the two phases, this information should also lead you into phase two research. On a Word Document or in the Discussion Board of Blackboard, answer the following questions.

1. What is your topic?

2. What do you know about your topic and where did this information come from?

3. Who will/can be affected by this issue?
    Would students be affected? (Educational issue)
    Would townspeople be affected? (Civic Issue)
    Would a nation of people be affected? (National Issue)
    Would a large group of people – unidentified by specific groups – be affected? (Social Issue)
    Would the issue affect anything to do with health? (Medical Issue)
    Other – please explain
    .
4. What is/are the controversies surrounding this issue?
    Does everyone agree that it really is an issue? If not, then your research and literature review may involve showing why some believe it is an issue and others do not. If everyone agrees that it is an issue, you will spend little time on this area.
    If not, who does believe it to be an issue? Why?
    If not, who does not believe it to be an issue? Why?

5. How important is the issue?
    Does everyone agree on the importance of the issue? If not, then your research and literature review may involve reviewing the importance of the issue. If everyone agrees on importance, you may spend less time here than in #6.

6. What can be done about it?
    Provide your audience with the most important solutions and weigh their pros and cons.

When you have finished answering these questions, the area with the most information is likely to be the area where you will focus your topic. Any good topic is going to be TOO LARGE for you to cover everything. Instead, you need to decide where you should begin your research by looking at the information you have gathered in answering these questions.

Activity #3: Generating Research Questions for Approval

Using the information you generated in Activities 1 and 2, develop four research questions. **Your questions must be submitted to your instructor for a grade and approval. You are unable to continue with this assignment until approval has been given.**

The types of questions you may choose from are listed below. Remember to form complete sentences, and make your wording clear, concise, and unbiased. Once you have created the questions, label them according to what type they are.

- Questions of Fact
- Questions of Definition
- Questions of Interpretation
- Questions of Consequence
- Questions of Value
- Questions of Policy

List them here:

1.

2.

3.

4.

Once you have created your initial questions, you must determine if the questions are objective and unbiased. Remember, your goal in the Literature Review/Primary Research Report is not to pick which side of the issue you agree with; instead, you must create questions that will allow you to compile quality research on multiple sides of the issue.

Answer the following questions to review the effectiveness of your initial questions.

Word choice: Does each question contain terminology that allows for an overall examination of the issue? Or, does the word choice clearly identify and support only one side of the issue? Explain your answers and revise your questions if necessary.

Research Viability: Does each question allow for a full examination of the issue, providing you with ways to discover various factors, motives, results, etc.? Or do the questions steer you toward only one possible outcome, thereby limiting your research? Explain your answers and revise your questions if necessary.

Activity #4: Citation Analysis Matrix

Next, you need to do some research about your research! This is called a citation analysis. The purpose is to identify articles, journals/ books published on the subject, think tanks and organizations, as well as scholars in the field of study. Complete this matrix.

Journals/Journal Articles	Publisher/Author
Books/Magazines/Newspapers	**Publisher/Author**
Organizations/Think Tanks	**Website address**
Professors on campus who specialize in this area	**Contact Information**
Professionals who work in this area/with this topic	**Contact Information**
People in community directly impacted by issue	**Contact Information**

Thinkingabout Research

Now that you have your topic and research questions conducted your citation analysis, you should begin conducting your primary and secondary research. You have already begun to research your topic with your preliminary research. You have discovered a variety of directions that may be the focus for this topic. Now that you have your topic narrowed and your research questions have been approved, you should begin conducting your secondary research.

Ask yourself the question, "How much time do I have to get the materials I need?" Research usually takes longer than students anticipate. Primary research will require time to schedule interviews, conduct surveys, and make observations. Secondary research will require time to find valid sources that are useful to your research questions. Start early!!!

Start off by finding out what is easily available within the UTEP Library, either in print or electronic format. Check the UTEP Library Catalog, along with any electronic databases relevant to your search. Look for links to full text items, if available, but do not overlook the fact that many items are still provided in print format. If you limit your search to electronic full-text items only, you will certainly miss many equally relevant and valuable print resources. Please do not hesitate to ask at the Reference Desk for help if you are not sure how to find something.

If some of the items you need aren't available in the UTEP Library, check other libraries in the immediate local area (i.e. within easy driving distance) to see if they can be obtained there. The UTEP Library has a reciprocal checkout agreement with NMSU library: UTEP students, faculty, and staff can check books out from NMSU and vice versa. You can borrow practically any material you want from anywhere in the world by requesting it through inter-library loan. To use ILL, register in the ILLiad system at
http://libraryweb.utep.edu/about/departments/ill/index.php
and request the materials online. UTEP Library receives daily deliveries from libraries across Texas. Many electronic sources can be delivered is a very short time. Physical sources, like books, located outside Texas can take up to two weeks to receive.

If you are not sure what to do or how to begin, **PLEASE** do not hesitate to ask UTEP Library staff for help either in person, via phone, or by e-mail. For a more in-depth discussion about research and using the library, consult Chapter 5 in this Guide.

Thinking about Ethics

It is expected that any researcher follow some basic research guidelines. Researchers are expected to:

Be Honest: Honesty means more than avoiding falsehoods. It requires telling the truth to the best of your ability and being candid. Candor sometimes requires revealing that your research did not work out the way you planned, and having to start over, or not use the invalid research. Do not change research in any way to answer your research questions the way you wanted them answered. In fact, candor can enhance your research since results are never a certainty.

Be Fair: Fairness applies to everyone--your classmates, your instructors, and those who may be a part of your research project. Cite your sources and give to each what is his or her due, and accept only what is your due.

Do No Harm: Never put a participant in your research project in any danger, including yourself.

Do Good Research: Good research is useful, interesting, and well-designed. You should care about the validity of the research you put together and the research you use from others.

Ask Questions: When in doubt, ask those who know about research, or who can point you in a useful direction. Your instructor and the library reference staff can answer many of your questions.
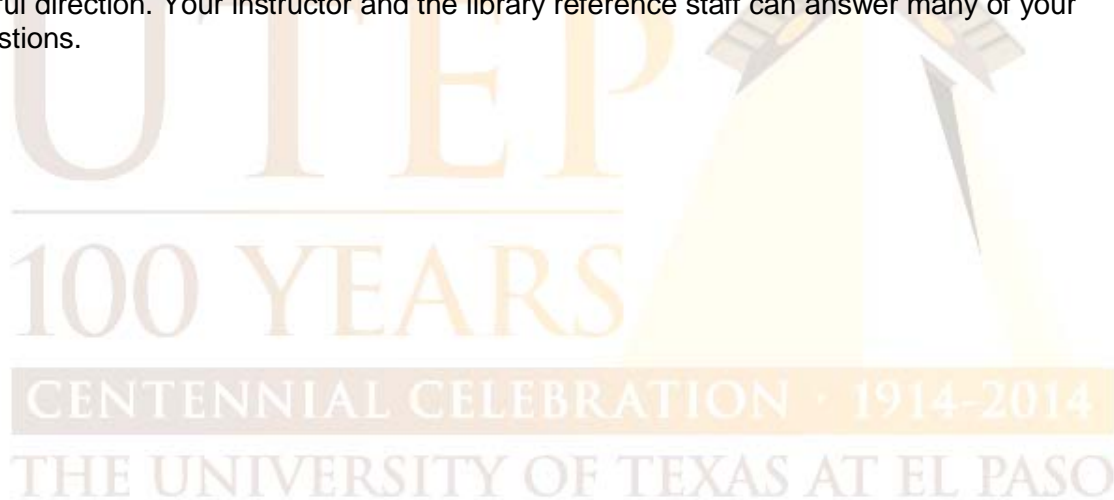
Activity #5: Case Study on Research and Ethics

Click on the link that follows to view a video to learn more about research and ethics, and to listen to a case study. Answer the questions that follow.

http://vimeo.com/25873271

1. What kinds of problems are inherent in Jolene's research project?

2. How would these problems affect the research results?

3. How would you solve these problems?

4. What should Stefanie do? What would you do?
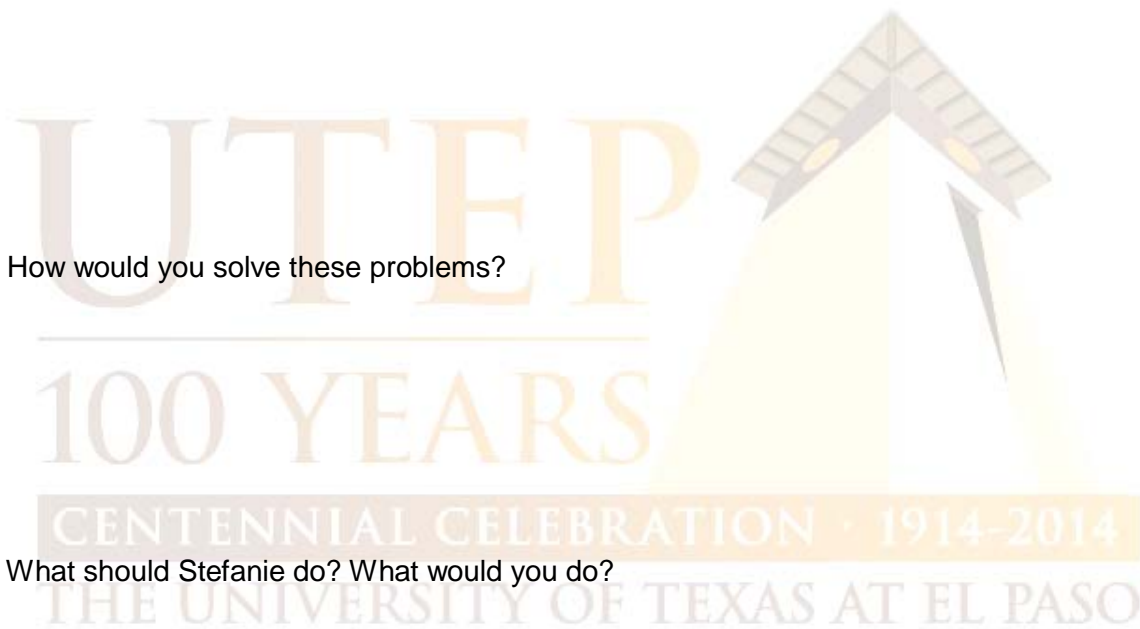
Activity #6: Deciding on Primary Research

Looking at the research questions that you generated in an earlier activity, think about what you would like to find out through your own primary research. Brainstorm using the space below to write down what you think the *purpose* of your primary research should be.

Purpose:

After you have written down the purpose, consider which method will get you the kind of information you want. Make a list of the strengths and weaknesses of each method and write out 1-2 sample questions or observations for each method.

Method		
In-depth interviews	Strengths	Weaknesses
Possible interview questions	1. 2. 3.	
Survey	Strengths	Weaknesses
Possible survey questions	1. 2. 3.	
Observation	Strengths	Weaknesses
Possible observation locations and times	1. 3. 3.	

Now answer the following questions:

1. Best method of data collection to fit my purpose? (Survey, interviews, observations)

2. Who should my respondents be and how will I "find" them?

3. How will I administer my questions or observations to my respondents? (F2F, internet, phone etc.) Why is this the best way to administer these questions?

4. How many respondents can I reasonably find? (Hint: You will get more using face-to-face techniques and fewer using electronic or mailed techniques).

5. What is the fewest number of questions/observations I need to fulfill my purpose and present substantial findings? (Hint: If a survey/interview question does not help you answer one of your research questions, get rid of it. For example, if knowing people's race does not fulfill your purpose, do not ask a question to find out race).

6. Can I make a table, graph, or chart of my findings? (Hint: If there is no way to count the answers, get rid of the question).

Activity #7: Conducting a Survey

One type of primary research you might decide to use is the survey. Surveys are typically used to get a general sense of how a group of people perceive, or feel about, a particular issue. The results can then be used to think about future actions or policy to enact regarding an issue.

The amount of questions and the type of questions you use can depend on what form the survey takes, for example if it will be delivered online through something like www.surveymonkey.com or handed out at a specific location.

The first step is to provide context to your respondents about the purpose of your survey. This is called a "leveling statement." Let's say, for example, that you wanted to create a survey to find out how people feel might feel about the issue of landfilling compostable trash and a "green bin" program. A leveling statement might be something like this:

According to the Environmental Protection Agency, separating compostable materials, like yard trimmings, food scraps, and building supplies from grey-bin trash can reduce the amount of garbage going into the landfill by up to 30%. Removing compostables from the landfill reduces the amount of land needed for landfills, it reduces the amount of "garbage juice" leaking from landfills into the water table, and it reduces methane, a green house gas, from escaping into the atmosphere. Please answer the following questions about landfilling compostable trash.

This leveling statement takes care of a lack of respondent knowledge about landfills. Just remember not to bias your respondents by slanting this information toward one solution or another. You might also recognize that you would be unable to write a good leveling statement without first having done your secondary research. You would then proceed to ask your survey questions like these:

Q1. Would you be interested in seeing El Paso initiate a program to separate compostable materials from the grey bin trash? Please check the answer below.
> _____**yes**
> _____**no**
> _____**unsure**

Q2. If El Paso were to have a program to separate compostable materials, how would you like to see this material collected? Please check one of the answers below.
> _____**people drop off their compostables at sites around the city.**
> _____**people put their compostables into curbside green bins that are picked up by the city on a weekly basis.**

Q3. If El Paso had a program that asked people to drop off their compostables at sites around the city, how likely would you be to do it? Select from the scale below.
> **Very likely to do it   Would not do it**
> **1   2   3   4   5**

Q4. How far would you be willing to drive to a drop-off site? Check your answer below.
　　　____8 or 10 miles
　　　____5 or 7 miles
　　　____2-4 miles
　　　____Unwilling to drive any distance to drop off compostable trash.

Q5. If El Paso had a program that asked people to put their compostables into a curbside green bin in front of their house, how likely would you be to use it? Select from the scale below.

Very likely to use it　　　　　　　　　**Would not use it**
　　1　　　　　　**2**　　**3**　　**4**　　　　**5**

Q6. If El Paso had a curbside green bin program to collect compostables, how much extra would you be willing to pay for it? Check your answer below.
　　　____$8-10/month
　　　____$5-7/month
　　　____$2-4/month
　　　____$1/month
　　　____I would not be willing to pay anything extra for such a program.

With these five questions, asked of 20-50 people, you begin to get an idea of how people in one neighborhood feel about a green bin program. In addition, the results can be analyzed and visually represented in a chart or graph. This information would be very useful in designing a policy for a green bin program.

Use the space below to answer the following question:

Based on your research questions, would a survey be an appropriate form of primary research to use for your literature review? Why? Explain how it might help you answer one or several of your research questions. If not, why not? What type of primary research is better suited for your literature review?

Activity #8: Conducting an Interview

Interviews are one-on-one or small group question and answer sessions. Interviews will provide a lot of information from a small number of people and are useful when you want to get an expert or knowledgeable opinion on a subject.

Several different types of interviews exist. You should choose one based on what kind of technology you have available to you, the availability of the individual you are interviewing, and how comfortable you feel talking to people. It is important to remember that you must have your respondent sign an interview release form as permission to use the answers in your Literature Review & Research Report and possibly your Documentary Film.

Face-to-Face Interviews: Face-to-face interviews are when you sit down and talk with someone. They are beneficial because you can adapt your questioning to the answers of the person you are interviewing. Take copious notes, and if the person agrees, you might even capture some, or all, of the interview with a recording device (video or audio).

Phone Interviews: Phone interviews can be used when you need to interview someone who is geographically far away, who is too busy to meet with you, or who does not want to use Internet technology.

Email Interviews: Email interviews are less personal than face-to-face or phone interviews, but highly convenient for most individuals. You may not get as much information from someone because you are not able to ask follow-up questions or play off the interviewee's responses. However, email interviews are useful because they are already in a digital format. In other words, you do not have to take the time to transcribe them.

Consider your needs, and more importantly, consider your respondent's *time.* Remember you need them and their expertise, so be courteous, flexible, and appreciative. You should send a formal "Thank You" to the respondents who have agreed to be interviewed.

Based on your research topic and questions use the space below to make a list of potential respondents to interviews, and briefly discuss why they would make a good interview:

1.

2.

3.

Requesting an Interview

If you choose to conduct an interview, you will want to contact the expert right away. Either a phone call or an email is appropriate. If you choose to send an email, consider the following:

- Introduce yourself
- Provide some background on why you would like to interview him or her
- Use a formal writing style
- Be concise
- Use a clear subject heading such as "Request for interview"
- Sign your name to the email

Here is an example of an email requesting an interview:

Good Morning (*Name of Addressee*),

My name is (*Student's Name*), and I am a business student at the University of Texas at El Paso. The purpose of this email is to request an interview for a class assignment in (*Name of Course*. Due to your experience in (Insert *Specialty of Addressee that you are seeking to call upon*), I would like to know more about (*Insert specific interest you expect to gain from this interview*).

If we could schedule an interview soon I would greatly appreciate it. The interview can be conducted in person, by email, or by phone. Please feel free to contact me at any time.

Thank you for your time,

Sincerely,

Student's Name
Email:
Phone:

Interview Release Form

I understand that _____(the Author) is preparing, writing and will publish a work on the subject of _____, which is currently titled _____(the Work).

In order to assist the Author in the preparation of the Work, I have agreed to be interviewed and to provide information and other materials to be used in connection with the Work, including my personal experiences, remarks, and recollections as well as any photographs and documents that I may choose to give to the Author (the Interview Materials).

I hereby grant and assign to the Author and his/her licensees, successors, and assign the following rights in connection with the Interview Materials for use as part of the Work or any advertising, packaging, or promotional materials for the Work, in any and all editions, versions, and media, in perpetuity and throughout the world.

1. The right to quote or paraphrase all or any portion of the Interview Materials, and to generally use and publish the Interview Materials, including my experiences, recollections, incidents, remarks, dialogue, actions, and information, as well as any photographs and documents that I may give to the Author.

2. The right to use my name, image, and biographical data.

3. The right to develop, produce, distribute, advertise, promote or otherwise exploit the Work as a book or any other Work in any manner that the Author or his/her assigns deems appropriate. I understand and acknowledge that the Author or his/her assigns will be the sole owner of all copyright and other rights in and to the Work.

In order to enable the Author to develop the Work in any manner that the Author may deem best, I hereby release and discharge the Author and his/her licensees, successors and assigns, from any and all claims, demands, or causes of action that I may have against them by reason of anything contained in the Work, or any of the above uses, including any claims based on the right of privacy, the right of publicity, copyright, libel, slander, or any other right.

In consideration of the foregoing, the Author has agreed to provide me with one free copy of the Work in its first edition upon publication. I acknowledge and agree that I am not entitled to receive any other form of payment from the Author and/or his/her licensees, successors and assigns.

Agreed and confirmed:

_____   _____
Signature   Date

_____
Printed Name

Writing the Introduction

Just as in the Genre Analysis, the Introduction to the Literature Review/Primary Research Report should first establish the context for your readers to follow along with your project. In order to help your audience understand the purpose of your report, you will want to introduce the issue or problem you are about to discuss. In your own words, identify for your readers that your issue is a very real concern currently affecting a specific discourse community. You may bring in research to illustrate the issue for readers, but remember that the actual body paragraphs should contain the bulk of your research.

The goal of your introduction is also to gently lead your readers (transition) to the three to four research questions you will be answering within your report. When you are finished introducing the issue/problem and briefly describing it, you should then create a sentence that will INTRODUCE the research questions. This statement will serve as a transition. Once you have set up the transition, list your three to four research questions numerically; they should be clearly identified for your audience so that they understand how you are about to proceed.

Creating a Thesis Statement:

A _Thesis Statement_ is usually a single sentence that highlights the main purpose of your writing for your audience. The thesis statement should appear directly after your list of three to four research questions. It should not be indented, as it is still a part of the Introduction.

In your _Thesis Statement_, you should highlight what you plan to discover or show through your research.

Sample Thesis: Cyberbullying is a complex issue that can be comprehended only through intense examination, and it is through this examination that decisive action may begin to take shape.

Sample Thesis: By understanding the factors that have led to violence, parents, educators, and citizens can better understand how to stimulate change.

Please note: _We have provided sample Literature Reviews as models for you to use and your instructor may provide more samples. Please use them wisely, and be sure to create your own research questions, thesis statements, etc._

Activity #9: Organizing Research by Question

Use this chart to organize your primary and secondary research. Write your issue question at the top and begin to divide your research into various perspectives that address that question. Some sources might address more than one question.

Research Question 1:	
Perspective 1	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 2	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 3	
Author	Quotes/Ideas
Author	Quotes/Ideas
My research	Does my research answer this question in any way?

Research Question 2:	
Perspective 1	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 2	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 3	
Author	Quotes/Ideas
Author	Quotes/Ideas
My research	Does my research answer this question in any way?

Research Question 3:	
Perspective 1	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 2	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 3	
Author	Quotes/Ideas
Author	Quotes/Ideas
My research	Does my research answer this question in any way?

Research Question 4:

Perspective 1	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 2	
Author	Quotes/Ideas
Author	Quotes/Ideas
Perspective 3	
Author	Quotes/Ideas
Author	Quotes/Ideas
My research	Does my research address this question in any way?

Activity #10: Writing About Your Secondary Research

In Activity 8, you organized your research according to the research questions. Now you will want to add more substance to your notes by summarizing main points, drawing out significant quotes, and paraphrasing the ideas from those sources.

Summarize one of your secondary sources in the space provided below. You can repeat this for each source. Use the following format:

APA Style Citation:

Summary: Consists of author, article name, thesis or claim, main points and concluding information. (It is useful to summarize sources into order to check your understanding. Use summaries in your writing sparingly – when the article's thesis is valuable to your synthesis)

Main Idea:

Main Point:

Main Point:

Main Point:

Main Point:

Quotes from the research source:

Direct Quote: (Be sure to follow APA format for direct quotes and any changes therein)

Paraphrase:

Block Quote: (Be sure to follow APA format for long quotes, or block quotes)

Writing About Your Primary Research

There are some decisions you should make in order for your research to be successful and meaningful. Begin by thinking through how you want to present your results. There are basically two ways to write about your primary research. You may choose to "weave" your research throughout your project as it helps answer all of your research questions. Alternatively, you may use one of your research questions to launch your primary research.

For example, you are interested in the problems that landfilled garbage creates in the U.S. and preliminary library sources show as much as 30% of landfilled garbage could be composted sold as mulch, creating revenue for cities and reducing the amount of land needed for landfill. You begin to wonder why El Paso does not compost organic materials and learned that the curbside recycling of organics is referred to as "green bin programs." Your project's research questions may look like this:

1. What is the "green bin" program?
2. What are the costs and benefits of having curbside green bin programs?
3. What are the factors that make community green bin programs succeed or fail?
4. How receptive are people in El Paso to a green bin program?
5. Would people be willing to pay for a curbside program?

Method 1: One way to present your primary research is to "weave" the results throughout your entire literature review/research report. You could design a series of interviews that ask 3-4 community leaders and sanitary services providers the aforementioned four research questions (and related follow-up questions) and add those responses to your library research. Remember these interviews need to obtain rich answers.

Method 2: Another way to present your primary research is to focus your results on just one of your research questions such as question 4 above. This would still involve designing a series of interviews or a survey. This approach gives you very specific primary research direction whereas method 1 provides for a more general approach.

Regardless of the method you choose, you MUST discuss the following when you present your primary research:

Purpose of your primary research:

- Give your research a name; for example, The El Paso Green Bin Survey;
- A conservative statement of what you hoped to find out by doing this research.

Methods used to conduct your primary research:

- Where, how, and when you conducted your primary research;
- What sort of data collection you used (survey, interview, observation, etc.).

Results of your primary research:

- Number of respondents who answered your questions or number of observations;
- Any demographic information about your respondents;
- Objectively tabulated results of your interviews, survey, or observations.

Implications of your primary research:

- How your results relate to what your other sources say;
- What your results mean in the community or bigger picture. Be conservative.

Below are some examples of vocabulary to use when discussing your research. These words and phrases will help you be conservative and accurate about the limitations of your research.

- results cannot be generalized
- preliminary research
- exploratory research
- non-representative sample
- limited results

- unscientific sampling
- unscientific results
- qualifiers such as may, might, can

This is how these words might look in sentences as you report your research findings:

EX. Although the *results* of The El Paso Green Bin Survey are *limited,* they do coincide with the findings of Parker and Smith's study.

EX. A *non-representative* sample of 30 west side households showed that most would be willing to pay an extra $2-$3/month for a curbside green bin program. These results *may* be helpful when designing a larger *scientific* survey.

EX. A small, *unscientific* observational study was conducted on the first 50 automobiles entering campus on Tuesday morning between 9am-10am. Although these results *cannot be generalized* to the entire UTEP population, they show that carpooling to campus *may* be extremely limited.

Click on the link below to watch a video that reviews all this information regarding Primary and Secondary Research:

http://www.vimeo.com/25943910

Writing the Body Paragraphs

The purpose of the body paragraphs is to remind readers of your research questions and answer those research questions based on the synthesis of your primary and secondary research. Generally, people center each research question in the middle of the text to act as a subtitle; centering the research questions as subtitles allows the reader to focus on one question at a time. Please review the sample Literature Reviews to better visualize this format.

Creating Topic Sentences:

Now it is time to begin answering your research questions. Begin **EACH** paragraph by creating a *Topic Sentence* that tells readers how you are about to proceed. The topic sentence should begin to answer the research question and provide a plan for developing the paragraph. *DO NOT* use pronouns or vague terms in your topic sentences.

Take a look at the following example of a research question and subsequent topic sentence.

Sample Research Question:

>   Why do children participate in cyberbulling?

Sample Topic Sentence:

>   Experts claim there are various reasons as to why children participate in cyberbullying.

Once you have created strong topic sentences for your paragraphs, you will be better able to develop them. Topic sentences will allow you to focus on one aspect at a time within any given paragraph, which, in turn, will make it easier for you to incorporate your research.

Paragraph Development:

Within the body, you will synthesize your research. The research should help you explain what is currently being debated, who is doing and saying what, why something is occurring, and so on. It is important to both summarize and synthesize the information.

A **summary** is a recap of the important information within a source. When you summarize, you should try to include the main idea of the source and the main reasons the author(s) provide to support the main idea.

A **synthesis** is a re-organization, or a reshuffling, of source information so that it helps you address your specific research questions. A synthesis allows you to report information from the sources in a way that helps you make sense of the sources and how they relate to your specific focus or issue.

Activity #11: Synthesizing your Research

Now that you have organized your research by question and developed some summaries of the secondary research, you are ready to synthesize your research, or put all these ideas together.

Keep in mind that one of the most important aspects of the Literature Review/Research report is that it presents your ideas as a conversation. Rather than listing the sources individually as you do in an Annotated Bibliography, you want to show how these experts (including yourself) approach the various questions surrounding the issue. Do they agree? Do they disagree? Do they share some opinions or findings but not others?

Also, keep in mind that a single source may well address more than one question. It is acceptable to use a source more than once when that occurs.

Using the information on page 485, start drafting your paragraphs.

1. First draft a topic sentence for your first research question. Remember that it should begin to answer the research question and provide a plan for developing the paragraph. Write what comes to mind; you can always revise it later.

2. Refer to your research question organizer chart and your summaries/quotes/paraphrases for your sources. Start weaving the ideas together in a conversation that addresses your question.

3. Do not forget about your primary research. Does your research address this question in any way? If it does, be sure to include it. If not, save it for a more appropriate question.

4. Consider where you will place your graphic. Is this an appropriate place in your project?

Continue this process for each of the research questions.
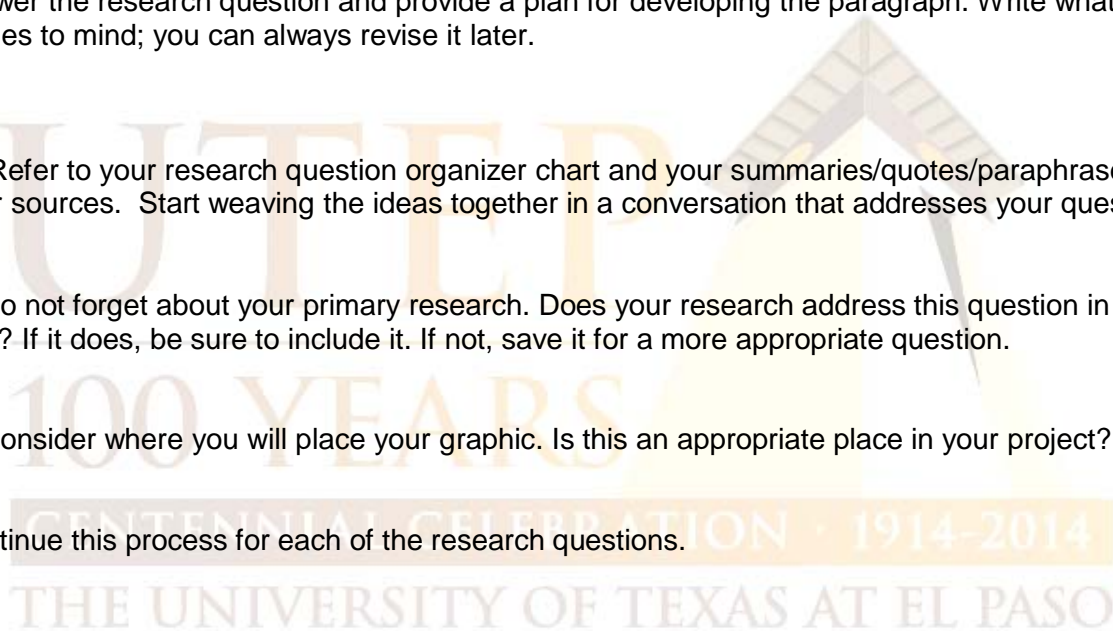
Creating a Graphic

This Literature Review/Research Report project requires that you include at least one graphic. This can be an appropriate graphic from one of your sources, or it might be a graphic that summarizes your primary research.

A graphic, or visual, should help the reader understand the data quickly and in a more direct way than the writing can show. However, using an effective graphic requires great care. Otherwise, you risk confusing your reader even more.

A few quick rules to follow include:

- The graphic should be sized appropriately for ease of reading. For example, the more detailed the graphic, the larger it may need to be.
- The graphic should fit on one page. Do not split a graphic over two pages.
- If creating your own graphic, focus on the message more than the design. A graphic may look nice, but the message may be ineffective.
- The graphic needs to be explained or referred to, in detail, in the text.
- See Chapter 5 for details on APA Style concerning graphics. You might also refer to online APA citation guides for more information.
- Use your word processor tools when appropriate or do an internet search for graphic templates to help you get started.
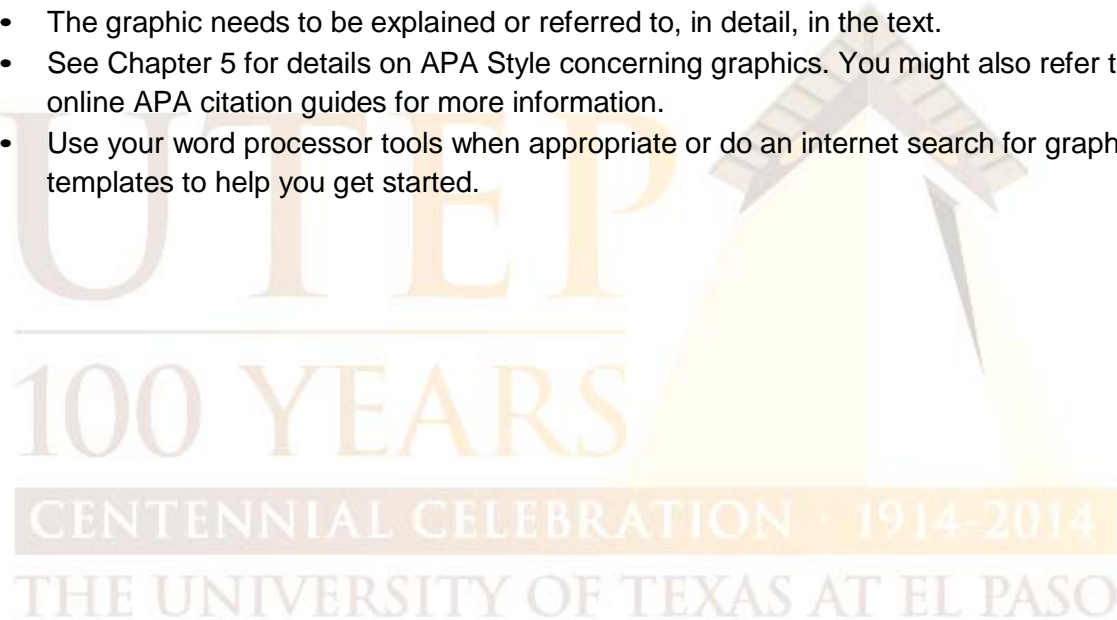
Writing the Conclusion

The conclusion provides a way for you to bring your Literature Review/Research Report to a close. It is a good idea to adhere to the following:

- Remind your audience of the issue and its various aspects.
- Remind readers that your research provides an opportunity to create a knowledge base that they can continually draw from in order to understand the issue more fully or form an opinion at a later time.
- **Avoid taking a stand concerning the topic. The conclusion should remain as objective as possible.**

Putting It All Together

In order to create a well-developed Literature Review/Research Report, you will want to create a solid paragraph structure which may look like this:

Title Page
- Follow APA Guidelines to construct a Title page.

Abstract
- Create a short abstract that summarizes your purpose for writing the report. Include an objective overview of the issue, and also inform your readers as to what the report is intended to determine. Keep in mind that this is not a preliminary introduction.

Introduction
- Establish the context of your report by introducing the issue and providing background information designed to inform readers of the current controversy.
- We suggest numerically listing your three to four research questions in an indented list.
- End the Introduction by providing a thesis statement that highlights the focus of the report.

Body
- List each research question as a subtitle to highlight which question is being answered at any given time.
- Create as many paragraphs as necessary to effectively answer each question. Make sure to develop your paragraphs with quality source support and well-reasoned synthesis.

Conclusion
- Bring the report to a close by reminding your readers that your research provides an opportunity to create a knowledge base that they can continually draw from in order to understand the issue more fully or form an opinion at a later time.

Submitting a Rough Draft:

Your instructor will require you to submit a rough draft of the Literature Review/Primary Research Report. You will be receiving comments on those drafts.

Activity #12: Peer Review

Either in class or online, exchange your draft with one or two classmates. Use the following prompts to provide feedback.

1. Evaluate the paper's abstract in terms of both writing quality and in context with the paper as a whole. Make one suggestion for improving the abstract.

2. What are the research questions? Comment on their appropriateness.

3. State the paper's thesis statement, and explain how it can be improved.

4. What primary research is being used in the paper? Evaluate its usefulness.

5. How does the paper utilize secondary research? Note any suggestions you might have for improving its use of secondary research

6. Evaluate the APA in-text citations and entries on the References page. Correct any errors that you find. Explain the rule for any repetitive errors here.

7. Explain one more way that the paper could be improved.
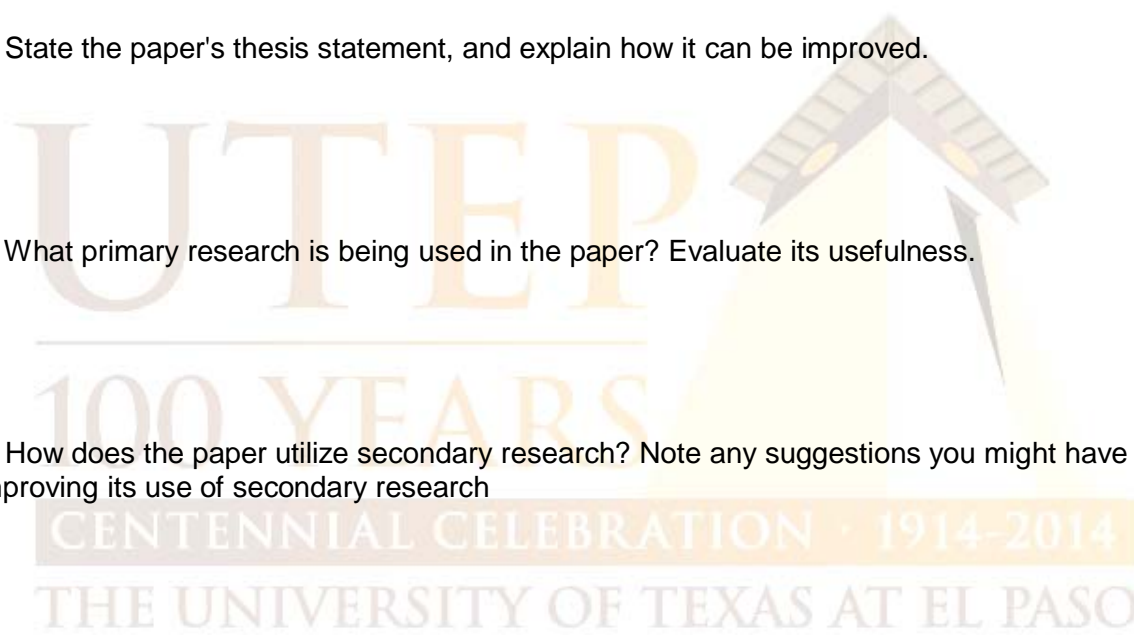
Activity #13: A Plan for Revising

Read through your draft while reviewing the comments. Also check the comments alongside the rubric. Then answer the following questions:

1. What comments do you agree with?

2. Are there any comments you do not agree with?

3. What are the three big things you will work on as you revise the draft?
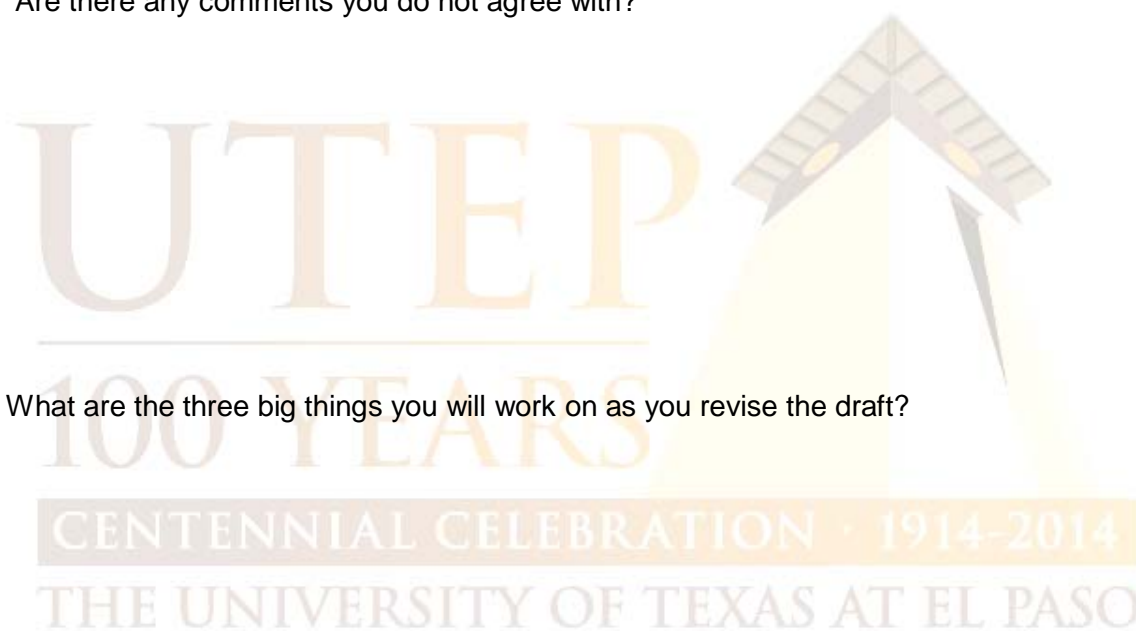
If you feel that you would like additional feedback as you revise, you should see your instructor and/or visit the Writing Center.

Quick Guide: Writing an Abstract

An abstract is a concise summary of the key points of your Literature Review/Research Report. In a single paragraph between 150-250 words, it should include a brief summary of the conversation surrounding your topic and the research questions you address. Also provide a brief overview of your primary research including the method, participants, results, and conclusions. If you have space, you may also want to emphasize the importance of your research.

Formatting:

- The abstract should be on a separate page, after the title page and before the report
- The word "Abstract" should be centered above the paragraph. Do not bold, underline, italicize, or otherwise format it.
- The abstract should be double-spaced.

Activity #14: Using the Grading Rubric

After reading the literature review/primary research report samples, use the **assessment rubric** found after the assignment sheet to assess the quality of this literature review. Then answer the questions that follow:

1. Based on the rubric, what grade did you give this sample of the Literature Review/Primary Research Report? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Literature Review/Research Report did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your report?
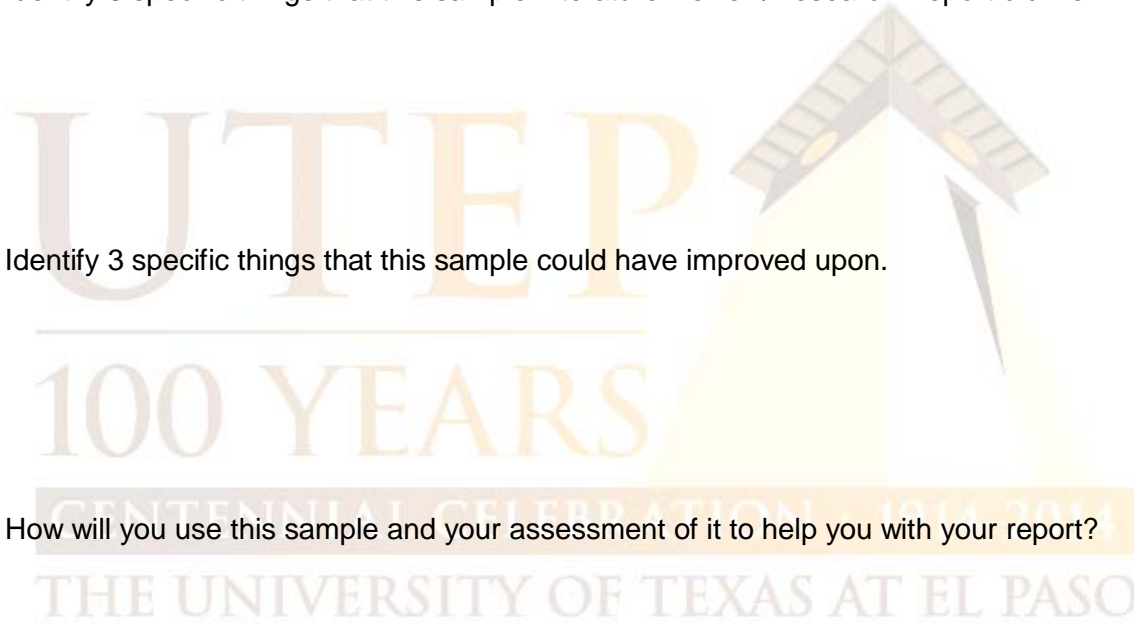
Student Sample #1: Literature Review

Running Head: THE SYRIAN CONFLICT   1
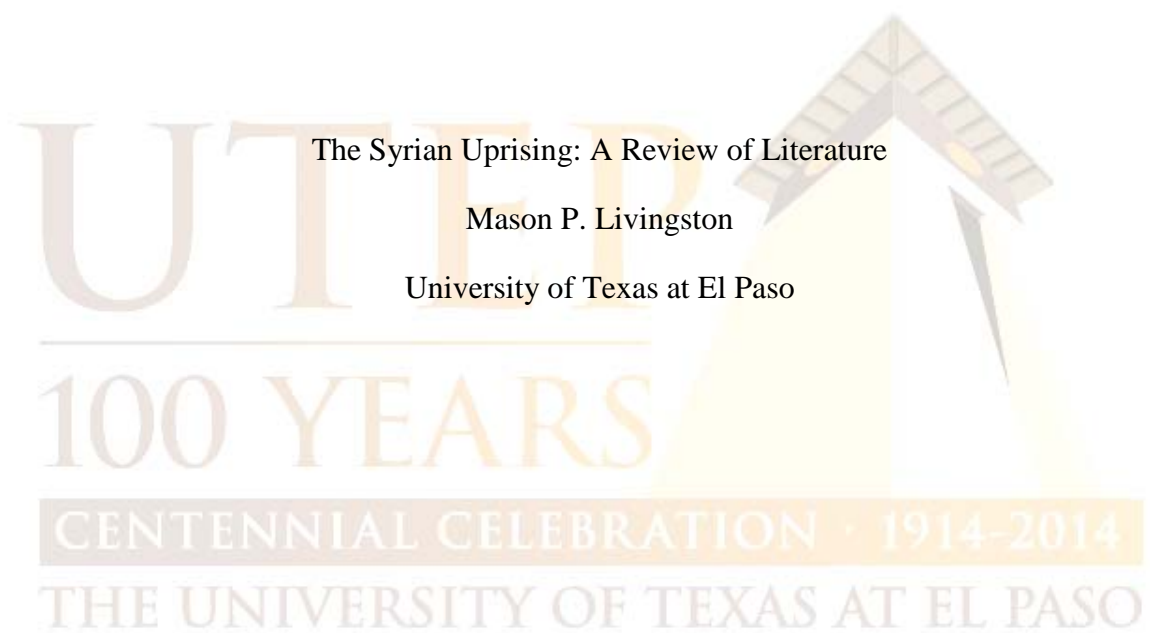
The Syrian Uprising: A Review of Literature

Mason P. Livingston

University of Texas at El Paso

Instructor: Melanie R. Salome

Abstract

The Middle East is a region of great history and interest around the world. The two largest religions find their origins amongst the Fertile Crescent and Jordan River Valley. In the past, the Middle East was of great importance to the advancement of mathematics, astronomy, and engineering. Economically, the world depends on oil reserves of the region to power industry. Recently, the Arab Spring in countries like Egypt, Iran, Yemen, Bahrain, and Syria has created violent conflicts between the opposition and these governments. The most current and lengthy theater of conflict exist in Syria, where the government refuses to yield to a public weary of President Assad's oppressive regime. This struggle not only concerns Syria, but the Middle East region and global players. The boiling point was reached on August 21, 2013, when evidence was revealed that chemical weapons were used on the civilian population. The purpose of this literary review is to define the situation inside Syria, with a focus on religious influences, explore the determination of Russia's support for the Assad regime, and to connect the outcome in Syria in regards Israel and US relations.

The Syrian Uprising: A Review of Literature

The Syrian uprising or civil war started in March, 2011 as an extension of the Arab Spring movement seeking more liberties under Islamic governments. Syria is a country of approximately 22 million people bordered by Turkey, Iraq, Israel, and Jordan. The population consists primarily of Arab-Sunni Muslims, although the political elite belong to the Shi'a Muslim sect. Bashar-Al-Assad assumed power in Syria following his father, Hafez-Al-Assad, in 2000 (Carpenter, 2013). Assad continues to maintain close relations with Iran, a predominantly Shi'a Islamic state, Lebanon, and Iraq within the Middle East region. Assad's regime and Syria receive strong support from Russia that includes military, political, and economic assistance. The UN and the Arab League placed serious pressure on Assad in 2012 to resolve this conflict peacefully. Assad refused to comply with these international resolutions, and on August 21, 2013 evidence was found that chemical weapons were used in a Damascus neighborhood which killed hundreds of civilians (Crowley, 2013).

President Obama addressed this violation of human rights by condemning the actions internationally and advocated the use of military action in response. The UN Security Council, consisting of the permanent member nations Russia, China, France, the UK and the US, rejected a resolution permitting military action. The US congress also refused to authorize US military intervention. Russia retains substantial influence over Assad and parts of the Middle East, but continues to disagree with UN inspectors over who used the chemical weapons. The Middle East community of nations has also been strongly affected by refugees and violence from the unresolved conflict in Syria. For these reasons debate continues over the right answer to the violence and chemical weapons in Syria, and deserves serious consideration through the review of these three questions:

1. What is the current situation in the Syrian Civil War?

2. Why does Russia continue to support Assad?

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3. What positive or negative impact do US-Israeli relations have on the Syrian conflict?

These questions will narrow the purpose of this literature review by providing the background of

the conflict and chemical weapons attacks, the involvement of Russia, and the cause and effect of

this conflict on neighboring countries.

What is the current situation in the Syrian Civil War?

To understand any aspect of controversy, the overall situation must be clear and known.

The same is true for the Syrian uprising. The Syrian uprising began following other Arab Spring

movements in the Middle East on March 18, 2011. The US State Department reports, "A group of

Syrian students was arrested in the southern city of Dara'a for writing political graffiti on walls,

and the government's mishandling of its security response gave rise to ever-increasing

demonstrations around the country, which developed into armed conflict" (Bureau of Near Eastern

Affairs, 2012). The conflict has evolved well beyond a simple revolt and consumed the

government, civilians, reformers, and terrorist organizations. The toll on human life has been high

over the more than two years of fighting, with some estimates placing the cost of life over 100,000

(SOHR, 2013). The origins of the opposition's determination against the Syrian government are

more complex than generalizing it as the Arab Spring.

According to Ted Carpenter, from the Mediterranean Quarterly Winter 2013 issue and Duke

University Press, "a prominent feature of the 2011 – 12 rebellion is a largely Sunni Arab bid to

overthrow that 'coalition of minorities' regime" (Carpenter, 2013). Religion is a key component of

Middle East culture, power, and unrest. The "Arab Spring", often considered a political and civil

rights movement, can easily be used as a guise for religious and political power struggles as seen in

Egypt. Defined in Carpenter's article, Syria's ethnic and religious "population is divided among

Sunni Arabs (a little less than 60 percent of the population); Christians (about 10 – 12 percent);

Alawites, a Shiite (Shi'a) offshoot (also about 10 – 12 percent); Druze (about 6 percent); and

various, mostly Sunni, ethnic minorities, primarily Kurds and Armenians" (Carpenter, 2013). He

continues to mention that Assad belongs to the minority Alawites (Shi'a) and derives the majority

of his power from the combination of the other significant minorities (Carpenter, 2013).

The Aljazeera News is an Arab news agency based out of Qatar that reports views from the

Middles Eastern lens. Aljazeera's interview of a controversial Kurdish/American journalist named

Nir Rosen, gave a different perspective on the origins of the Syrian uprising. After spending two

months with the opposition in Syria, Nir Rosen described activism driven by the Sunni majority,

but also consisting of many minority Druze, Christians, and even Shi'a (Rosen, 2012). Rosen also

explained how he, "met many secular activists...But undeniably, Islam is playing a role in the

revolution. The majority of Syria's population is Sunni Muslim - and so is most of the opposition

on the ground. But very few in the opposition are struggling for an Islamic state" (Rosen, 2012).

Currently, the opposition is locked in intense struggles all over the rural areas of Syria. Not

only is the opposition fighting Assad and his military, but there is much dissent within the

opposition hindering legitimacy. The most recognized and dominate Syrian opposition force is the

Sunni Free Syrian Army (FSA) and the Syrian National Council (SNC) (Carpenter, 2013). The

SNC is aligned with a Middle Eastern Islamic political party called the Muslim Brotherhood,

known for sponsoring terrorist organizations (Carpenter, 2013). The opposition also consists of

warring factions from different ethnic groups within Syria. *Political Geography Now* reports the

current situation in Syria as, "the starkest sign of disunity between the various anti-Assad groups

has been the breakout of major fighting between the secular-minded FSA rebels and the religious

extremists of the Nusra Front and the Islamic State of Iraq and Syria" (Centanni, 2013) . The

Russian President Vladimir Putin also recognizes the participation of, "Al Nusra Front and the

Islamic State of Iraq and the Levant, fighting with the opposition, as terrorist organizations" (Putin,

2013). Reports have also confirmed involvement from the Marxist Kurdish Workers Party (PKK),

a recognized terrorist organization, and the Kurdish Democratic Union Party (PYD) in the northern

Syria Kurdish region, which can be seen in the Map below (Carpenter, 2013).

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Figure 1. The current disposition of opposition and other rebel forces in relation to the Assad

government controlled areas.
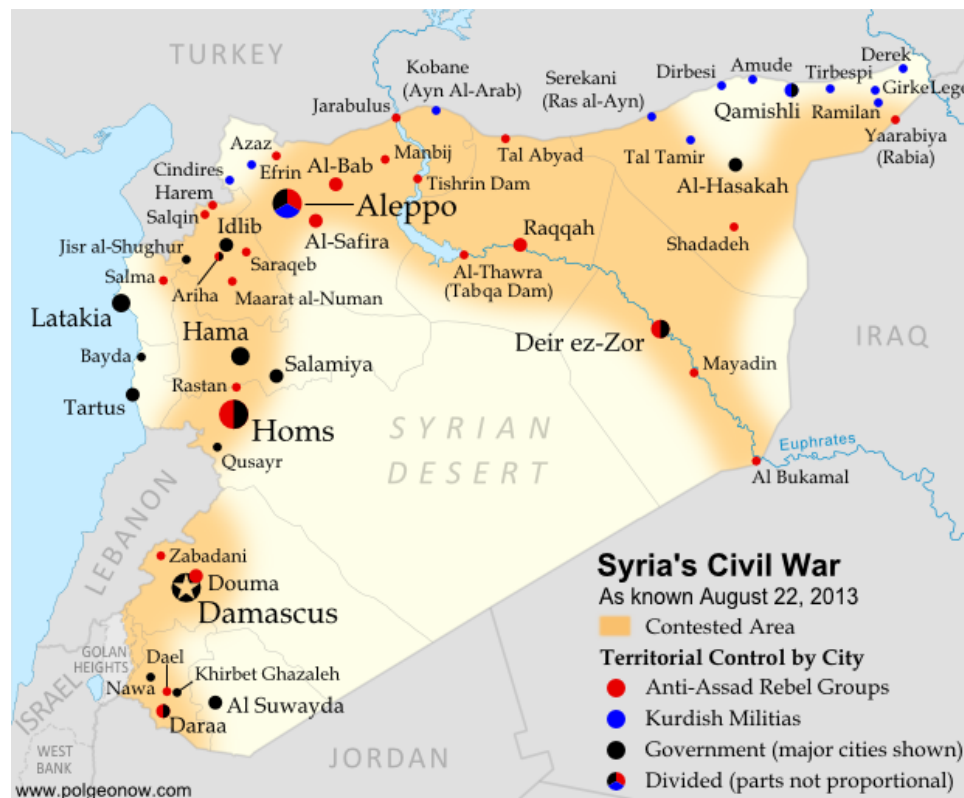
Source: Evan Centanni. (2013). Political Geography Now: Updates on the changing world political

map. Retrieved from http://www.polgeonow.com/2013/08/syria-civil-war-map-august-2013-11.html

According to the NY Times article *Israel Says It Has Proof That Syrian Government Used*

Chemical Weapons, the current chemical weapons situation began with "evidence of possible

chemical weapons attacks on March 19 near Aleppo, Syria, and Damascus, the capital" (Rudoren

& Sanger, 2013). Then, on August 21, 2013, the "red line" was crossed by the "systematic use" of

a deadly nerve-agent, Serin, outside Damascus killing hundreds (Crowley, 2013). UN inspections

and evidence concluded, "Chemical weapons have been used in the ongoing conflict between the

parties in the Syrian Arab Republic on a relatively large scale" (Sellstrom, 2013). However, the

Russian President maintained, **"No one doubts that poison gas was used in Syria. But there is**

every reason to believe it was used not by the Syrian Army, but by opposition forces, to

provoke intervention by their powerful foreign patrons" (Putin, 2013). Most recently, The

Organization for the Prohibition of Chemical Weapons (OPCW) was placed under UN mandate to remove Syria's chemical weapons, by which they have received cooperation from the Assad regime and Russia (OPCW, 2013). A developing unintended consequence of the Syrian civil war has amounted to over 2 million refugees in the region fleeing to Turkey, Lebanon, Iraq and Jordan. The UN reports that, "the latest update of the Regional Response Plan for Syrian refugees totals US$2.9 billion" (UNHCR, 2012). The action of both sides in Syria has left very little support from the region or the western world.

Why does Russia continue to support Assad?

Russia does continue to support the Assad regime, although their support is beginning to waver. Russia has had a relationship with Syrian leadership for over 40 years, since 1970 and the Hafez-al-Assad presidency. This relationship was based more on strategic interest than ideological alliances with the Ba'athist that suppressed the Syrian communist party (Allison, 2013). Russia is a permanent fixture of the UN Security Council's 15 members, giving them great influence in global relations (UN, 2013). This powerful position has allowed Russia to veto the majority of military action used in response to Arab Spring initiated conflicts, with the exception of abstaining from Libyan Resolution 1973 and authorizing a no-fly zone in support of humanitarian efforts (Allison, 2013). Russian foreign policy immediately regretted allowing the action which Vladimir Putin described as "a medieval call to crusade" (Allison, 2013). The Russian Foreign minister, Sergey Lavrov, addressed the UN General Assembly, "It has become a popular idea of late that the threat of power or its use, which are directly forbidden by the UN Charter, are almost the most effective method to solve international problems, including settlement of internal conflicts in countries" (Lavrov, 2013). Allison informs, in *Russia and Syria*, that Russian foreign policy contradicts the Western approach and supports a UN multilateral approach to Syrian regime change, much like in Yemen. Putin's re-election confirms Russia's position of limiting the use of

military action in sovereign countries, and lays the foundation for Russian support of Assad during this conflict (Allison, 2013).

Some Western and European views might call Putin's leverage of Assad a myth, as well as their implied alliance. Some scholarly sources argue that Russia's actions "make it difficult to define their relationship as less than an alignment of mutual convenience" (Allison, 2013). This position can be explained by the years of military and economic cooperation between the two countries. Reports estimate that by 2006 there were 10,000 Syrian officers receiving training in Russia and 2,000 Russian military advisors serving in the Syrian military (Allison, 2013). Moscow also maintains a naval facility in Tartus on the Syrian coast, and the only Russian Naval position on the Mediterranean Sea. The majority of analysts consider this naval logistical base, housing only some 50 personnel, as merely symbolic of the geopolitical Russian sphere of influence in the Middle East (Allison, 2013). In an interview on Oct 4, 2013 at the University of Texas at El Paso, Political science professor Dr. Gregory P. Rocha supports the opinion that, "Russia is most likely the supplier of Syria's chemical weapons…" and Russian President Vladimir Putin is attempting to restore Russia's reputation and previous glory in the region by supporting the Assad regime. "Russia accepts much of the responsibility for the outcome," Dr. Rocha explained in the same interview, over the Russian veto for no military action and negotiations for removal of chemical weapons with Assad.

PONARS Eurasia, a scholarly US based economic policy group, and Dmitry Gorenburg published in a policy memo that, "The Middle East is the second largest market for Russian arms exports" with Syrian contracts estimated at US$4 billion. Dmitry Gorenburg, of *Harvard University*, continues to emphasize strong Russian and Syrian connections due to Russian companies like *Tatneff* and *Uralamsh* investing in the oil and manufacturing portions of the Syrian economy (Gorenburg, 2012). The below graph depicts how Russia, and its exporters, are

concerned about the impact of regime change in the region and fear a loss of revenue, citing a

US$2 billion revenue loss in Libyan arms sales alone (Gorenburg, 2012).

Figure 2. This graph shows the weakening Russian arms transfer position since the start of the Arab Spring movements.
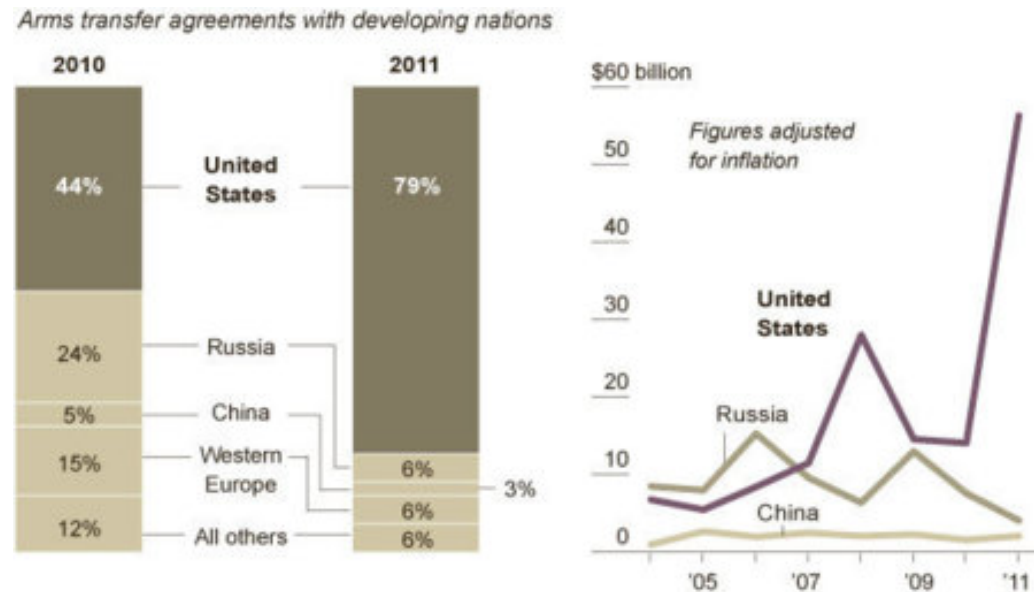
Source: Global Europe Anticipation Bulletin. (2012). The Global Economy Sucked into the Black Hole of World Geopolitics.
Retrieved from http://www.globalresearch.ca/

Research also echoes the Russian view point of possible instability in the region due to the

sectarian religious nature of the conflict, and participation of Sunni-aligned terrorist organizations

and Muslim Brotherhood fundamentalist involvement (Allison, 2013). Roy Allison explains how

Russia fears the possible spread of terrorist organizations into their Northern Caucus region if the

Muslim Brotherhood gains power. Moscow listed the Muslim Brotherhood a terrorist organization

in 2003 for their role in the Chechen War (Allison, 2013). Putin describes his position as, "I am

convinced that it (chemical weapons) is nothing more than a provocation by those who want to

involve other countries in the Syrian conflict" (The Kremlin, 2013). He continued to describe the

Russian perspective in his NY Times opinion piece, published in September 2013, "It could

undermine multilateral efforts to resolve the Iranian nuclear problem and the Israeli-Palestinian

conflict and further destabilize the Middle East and North Africa. It could throw the entire system

of international law and order out of balance" (Putin, 2013). This literature supports the waning

power of Russia in the region, and attempts to preserve the transition of more Western and US influence in the region.

What positive or negative impacts do US-Israeli relations have on the Syrian conflict?

The country of Israel and the US have maintained a strong relationship since its creation in 1948, and according to the US State Department, "annually, the U.S. provides Israel $3.1 billion in security assistance" and "is Israel's largest single trading partner" (Bureau of Near Eastern Affairs, 2012). Israel shares a border with Syria to the east along the disputed region of the Golan Heights, and is highly influenced by security issues within Syria.

The Assad regime has waged wars with Israel since the late 1940's, but recently has maintained a relative peace. Israel favors the stability of the Assad regime over the possibility of the Syrian-Sunni based Muslim Brotherhood gaining power in the country (Carpenter, 2013). On the other-hand, Syria has maintained the amount of chemical weapons it has to counter the threat of Israel's nuclear capabilities. Recently, reports of Assad receiving a "stockpile of Russian weapons," including the A-300 missile system, raises great concern for the relative peace in the Golan Heights border region (Barnard & MacFarquhar, 2013). Assad's rhetoric has increasingly become aggressive as well. Assad also continues to support and receive support from the Shi'a Islamic terrorist organization Hezbollah and Iran, which Israel is in constant conflict with. Still, the article *Tangled Web* by Carpenter, describes that, "a fragmented Syria would be an arena for endless brass knuckle maneuvers by all the contending Middles East powers, much as Lebanon has been," and contradictory to Israel's interest (Carpenter, 2013). At the end of the day, Israel will benefit from the removal of Syria's chemical weapons stock pile and the prevention of WMD proliferation into regional terrorist organizations (Crowley, 2013).

"Syria today is not about choosing between two sides but rather about choosing one among many sides," wrote the Chairman of Joint Chiefs of Staff, Martin Dempsey, in response to the lack of US involvement in Syria prior to the chemical weapons attack in August (Crowley, 2013). This
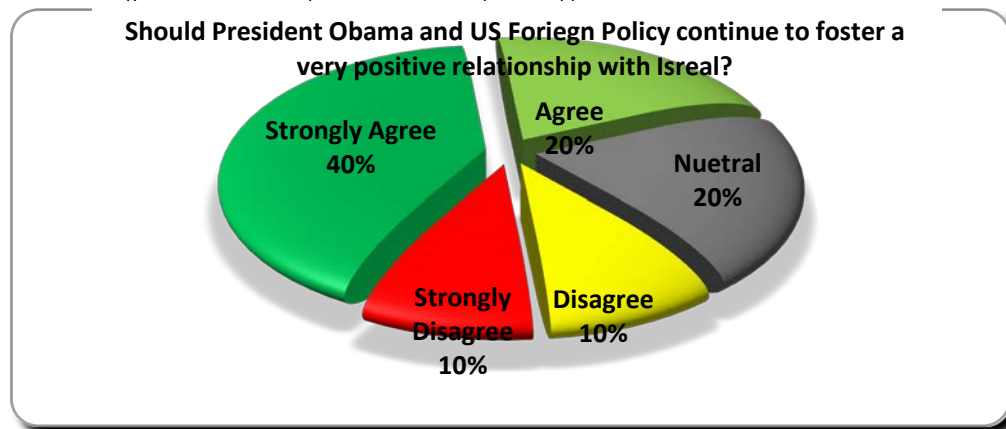
criticism of Obama's foreign relations and support of the Arab Spring movements has plagued the US opinion and interest since Libya and Egypt. "There's no perception that we're engaged in issues in the Middle East right now," says veteran diplomat and former Ambassador to Iraq Christopher Hill (Crowley, 2013). Secretary of State John Kerry, and former Senate Foreign Relations Committee chairman, paid many visits to Damascus in 2009 trying to create dialogue and a relationship even though Syria allowed terrorist to cross their border into the Iraq Conflict (Crowley, 2013). Negatively, allies in Europe and Arab officials also believe that, "friendly states in the region don't feel they can count on the US" (Crowley, 2013).

Israel is under constant threat from the Shi'a terrorist organization Hezbollah, which is backed by Iran and Syria. "That's one reason the stakes in Syria are so high: it has become a proxy war, fueled by cash and arms, between Iran and its Sunni rivals like Saudi Arabia," writes Michael Crowley in *Across the Red Line*. Israeli and Saudi relations are markedly better then Jerusalem and Tehran. President Obama told PBS reporter Charlie Rose in June, "We've got serious interest there (Syria) and not only humanitarian interest. We can't have the situation of ongoing chaos in a major country that borders…Israel" (Crowley, 2013). Both Israel and the US face hardships controlling Iran if the conflict in Syria is not resolved in a strong manner, and risk looking weak to Iran's nuclear weapons program. Even Assad himself mentioned to a British newspaper in 2009 prior to the current conflict, "There is no substitute for the United States," because only Washington can broker a lasting peace in the Middle East (Crowley, 2013).

This sentiment is very true in the current Middle East situation, but also an understood norm here at home. The chart below was created from a non-representative sample of ten registered voters. The survey, conducted by the author, may answer questions as to how ingrained the US and Israel's interest are with regard to the Syrian conflict (Figure 3). 60% of the group surveyed either agreed with or strongly agreed with President Obama's administration continuing to foster a very positive relationship with the Jewish state. These findings suggest strong public support, and

Figure 3. This chart depicts the amount of public support for continued US-Israeli relations.

Should President Obama and US Foriegn Policy continue to foster a very positive relationship with Isreal?

- Strongly Agree 40%
- Agree 20%
- Nuetral 20%
- Disagree 10%
- Strongly Disagree 10%

a strong contingent of pro-Israel lobbyist, consisting of advocacy groups, think tanks, PAC (political action committees), and media watchdog groups, designed to influence the US government (Freedman, 2012). Campaign contributions from pro-Israeli PACs in the 2008 election amounted to 2.5 million dollars, and influence on the US Government's support of Israel (Freedman, 2012). This data explains the US interest and investment in the outcome of the Syrian conflict in regards to Israel's position.

The US-Israeli relationship is in agreement when it comes to fighting terrorism and fostering democratic governments aligned against terrorism. This is Israel's and the United States' strongest connection. Freedman points out, in *Israel and the United States,* that Syria is showing no reluctance in supporting the terrorist groups Hamas and Hezbollah. Israel is also concerned over the outcome of the Palestinian situation in the disputed regions of the West Bank and Gaza Strip following a regime change in Syria (Freedman, 2012). Mahmoud Abbas, the Palestinian Authority Leader, took advantage of the disorder amongst the Hamas organization during the Syrian conflict and formed an interim government and unity amongst the West Bank and Gaza Strip in May 2011; contradictory to Israel's interest (Freedman, 2012). The US and Israeli relationship has grown stronger in the region following the conflict in Syria, but can be greatly affected by the outcomes in Syria and other regional governments.

Conclusion/Synthesis

In conclusion, this literary review has analyzed copious amounts of data and has answered many questions concerning the situation surrounding the Syrian conflict and its influence on regional stability and global powers. The current situation is ever changing and recently agreements between Russia, the US, and the UN were reached in regards' to Assad's chemical weapons disarmament. Has Russia's support for the Assad regime shifted? And, how serious is Assad about chemical weapons disarmament? Has this strengthened or weakened the US-Russia relations? As of now, these questions and more are left unanswered. Further extensive research would need to be ongoing to keep up with this dynamic conflict. The Middle East is a complex and multi-cultural region locked in power struggles since the defining of country border's following World War II. Syria is a perfect example of this virtual tug of war contest between diverse cultural and religious groups. The chemical weapons attacks on August 21, 2013 crossed a "red line," which Assad, or opposition forces, crossed knowingly or unknowingly. The Syrian Uprising is now a battle ground of more than just rebels, but global organizations and regional powers all of which influence US foreign policy and future decisions.

Instructor: Melanie R. Salome

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Student Sample #2: Literature Review

Running Head: Gem of the Southwest

The Gem of the Southwest: A Review of Literature of an El Paso Landmark

Marco Vega

University of Texas at El Paso
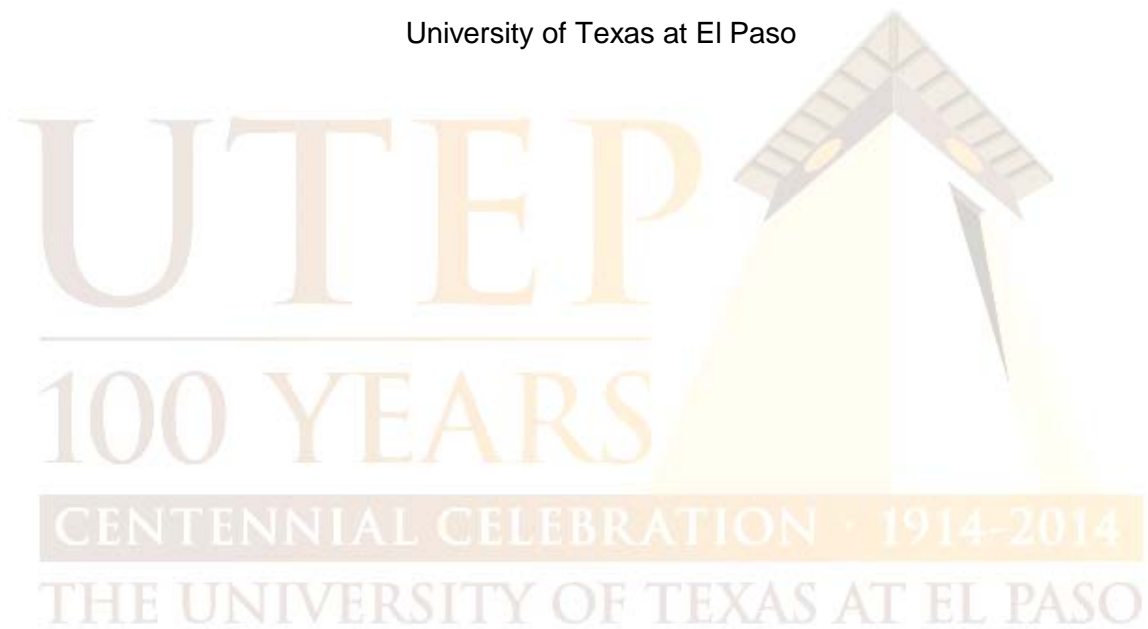
Abstract

The performing and theatrical arts have been experienced for thousands of years. As a result, Human heritage, culture and customs have been passed down from generation to generation. The Plaza Theatre in downtown El Paso serves as this historical local landmark that El Pasoans see as a part of their history and culture. Located at the heart of the cultural arts sector downtown, its renovations have triggered a revitalization project for the rest of downtown. By promoting the Plaza and its surrounding businesses, it will have a profound effect on the local economy in a positive manner by attracting tourism and local support for the arts. With local community support for the performing and theatrical arts, the city can assure itself that its history, customs, and culture will survive for generations to come.

The Gem of the Southwest: A Literature Review of an El Paso Landmark

El Paso's Downtown Revitalization project is currently in full swing with numerous projects already in the works. But was there one project that started it all? The Plaza Theatre sits in the heart of downtown El Paso and serves as an historical landmark to locals. This creation is one of the most majestic theatres in the El Paso Southwest region. The Plaza was designed with many characteristics of a Spanish Colonial Revival style era. At its time it was seen as a modern film house with the flexibility of presenting stage shows, movies, and becoming a fixture in the lives of theater-goers for generations to come, as well as serving as a staple of El Paso's heritage (Plaza Theatre, 2011).

However, after years of infrequent programming, the decision was made in 1986 to demolish the Plaza Theatre and make room for a parking lot. But the community fought back and made a public/private partnership between the City of El Paso and the El Paso Community Foundation. Following years of renovation, the Plaza was restored to her former glory, opening its doors once more in 2002. The only problem the theatre faces now is attracting its mass audiences it once had many years ago. By attracting a diverse audience group, the theatre can ensure its future for many years to come. One has to question whether the Plaza Theatre's facelift has helped influence businesses downtown as well as its potential impact on the surrounding areas in regards to the performing arts. In doing so, four important questions need to be considered:

1. How has downtown El Paso been economically impacted by the Plaza theatre's renovations?

2. How does the El Paso community view the performing arts within the region and does this influence the Plaza Theatre's ticket sales?

3. How has the Plaza adapted to accommodate and attract a wider array of audience members?

4. What efforts is the El Paso community doing to promote the performing arts to its

inhabitants?

The following review on literature will: provide information regarding the Plaza Theatre's

economic impact in downtown El Paso, as well as offer a glimpse into how the El Paso

community views the performing arts in addition to its efforts at promoting the arts to a wider

audience.

How has downtown El Paso been economically impacted by the Plaza theatre's renovations?

El Paso's downtown economy has been greatly impacted by the Plaza theatre's

renovations. In a documentary commissioned by the Texas Cultural Trust, entitled *El Paso: The*

Making of a Masterpiece, various community leaders were interviewed to explain the impact that

the Plaza Theatre's recent renovations has made in El Paso's downtown area. According to the

Texas Cultural trust, as part of El Paso's cultural arts sector, the Plaza contributes to $91.5

million per year in local economic activities since its reopening in 2006. This has been

accredited to the more than 2,500 jobs that were created in the area, in accordance to a study

conducted back in 2007 (Texas Cultural Trust, N/A). This number has since grown over the

years. In the documentary mentioned above, the Director of Museums and Cultural Affairs of the

city of El Paso, Sean McGlynn quoted, "One of the cornerstone projects of downtown El Paso

included the renovation of the Plaza Theatre, which started the ball rolling." (Texas Cultural

Trust, N/A). McGlynn is referring to the ongoing downtown revitalization projects that are

currently underway. McGlynn places emphasis on the renovations of the Theatre which gave

way to other projects downtown.

Located at the heart of the downtown cultural arts sector, the Plaza acts like the cultural

hub for everything else. This figure, from one of the Plaza Theatre's special events, Plaza

Classic Film Festival, illustrates the strategically placed Plaza in relation to nearby businesses.
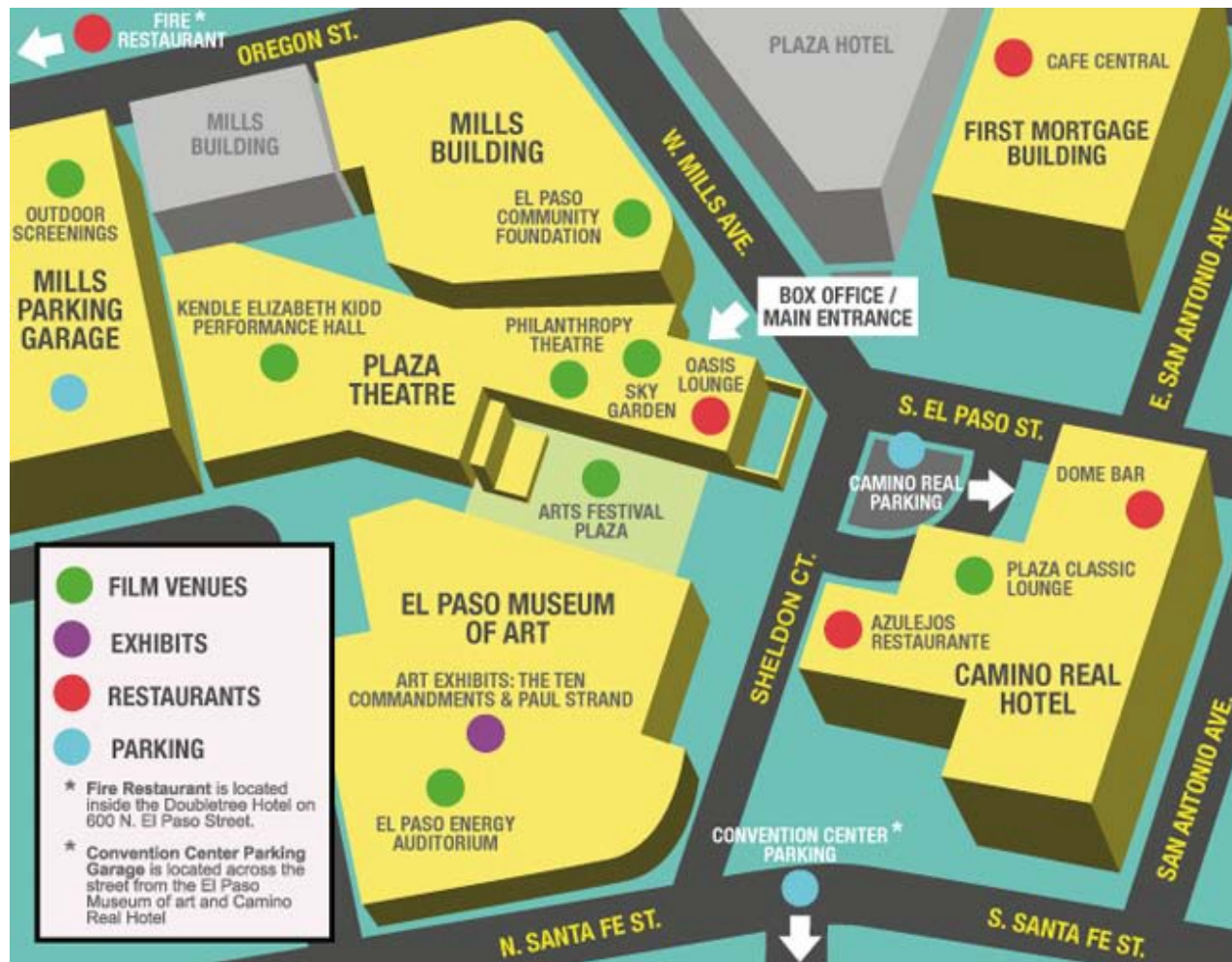
- **Figure 1. The figure shows the Plaza Theatre's centralized location in downtown El Paso with various businesses within walking distance of the Plaza. "Venues," by The El Paso Community Foundation presenting the Plaza Classic Film Festival, developed by Fuzzy Red Panda. 2011. Retrieved from http://plazaclassic.com/venues.php?css=7**

Situated within walking distance to various museums, centers, and hotels, the theatre's

restorations helped rejuvenate downtown El Paso. The figure is of the various venues for the

critically acclaimed Plaza Classic Film Festival, which occurs annually in the heart of downtown.

Created in 2008 to celebrate the rich history of cinema, the festival has been quoted as being

the "largest classic film festival in the world," by Eric Pearson, Executive Vice President of the El

Paso Community Foundation (Texas Cultural Trust, N/A). Given that quote, the Plaza reports

that nearly 37,000 people from across the globe come down to attend this festival. Attracting this many tourist is sure to increase the local economy within the downtown El Paso area. Pearson believes that the performing arts are essential to a city's personal growth. He goes as far as saying that it "builds the character of a city and the soul of a city and really enhances people's true attachment to any community." (Texas Cultural Trust, N/A). Having this personal attachment to a community, locals are more inclined to invest more local businesses and supporting local events which will further impact El Paso's economic situation. In order to assure this local investment, one must first gauge the community's views of the performing arts within the region.

How does the El Paso community view the performing arts within the region and does this influence the Plaza Theatre's ticket sales?

When the Plaza Theatre was marked for demolition, the El Paso Community Foundation had to conduct a survey within the community to determine whether or not the Plaza was worth saving. The survey yielded a low market for additional performing arts programming but the public had a strong sympathy for the Plaza and were actually egger to attend events at the restored Plaza (El Paso Community Foundation, 2011). Although the actual survey was not released to the public, the exact numbers of who was surveyed along with other details concerning the study are skeptical and can be theorized into multiple notions.

From my primary research of actually attending various performing arts events, I can speculate that the main audience member that attends these shows are of a higher age group (over 40) with a large gap in younger ages (depending on the programming and target audience). For example, shows like comedian Gabriel Iglesias attracts a wide array of audience members while an event like the Classic Film Festival appeals to a more mature audience. Nonetheless, the community was in favor of restoring the Plaza to its former glory.

After its grand reopening, the theatre had multiple sold out performances, landing the hit blockbuster, Riverdance as its first show. The venue was booked for months with various acts that wanted to use the Plaza's Spanish Colonial style as their stage. The El Paso community displayed their immense interest in the performing arts in the form of selling out the Plaza Theatre show after show. The most recent performance to be on the road to selling out is Broadway's *Wicked!* According to the City of El Paso FY2012 City Manager's Proposed Budget Report, all six performances of the 2010-2011 Broadway season, including *Wicked!* have sold out. The report goes on to say that subscriptions for the 2011-2012 season are the highest they have ever been for the Broadway series in El Paso (City of El Paso, N/A). This goes to show that the community does support the performing arts and it most definitely influences ticket sales for the Plaza Theatre. Could this wide selection of performances be the only way the Plaza has adapted since its restoration?

How has the Plaza adapted to accommodate and attract a wider array of audience members?

Aside from booking very extravagant/big named shows to their venue. The Plaza has introduced a new theatre named, the Philanthropy Theatre, it accommodates a more diverse stage. Not many people have knowledge about this theater for good reason too. This theater is dedicated to the permanent fund donors to the El Paso Community Foundation. The Philanthropy Theatre's stage and production are capable of holding community performances, recitals, corporate meetings, etc. The introduction of this theater attracts a selective audience that has ties with the El Paso Community Foundation (Plaza Theatre, 2011). But for a more accessible experience, the Plaza Theatre in association with the El Paso Community Foundation, created the Plaza Classic Movie Festival in 2008.

The theatre had the intentions of restoring that former joy of communal film-going – perfectly personified by the historic and newly restored, Plaza Theatre. This was the Foundation's goal when this idea was first brought up to have a new annual tradition to attract

viewers of all ages to the Plaza. The main purpose of this event was to "to educate audiences about the history and art of the cinema and reawaken the joy of watching great films," (The El Paso Community Foundation, 2011). All proceeds of the event go towards a film fund to provide grants to, "local filmmakers, underwriting for alternative film festivals and to support educational film initiatives in the area." (The El Paso Community Foundation, 2011). Apart from being host to one of the world's largest classic film festivals, the Plaza plays home to the El Paso Symphony Orchestra and serves as the perfect stage for musical concerts and Broadway shows. Having a nice variety of theatrical performances will ensure that the Plaza Theatre attracts a wider selection of audience members. Now how is the community portraying the performing arts to its inhabitants?

What efforts is the El Paso community doing to promote the performing arts to its inhabitants?

El Paso hosts many performing arts within the community year round. Many of these events are free to the general public and offer a great experience to be had. The following events were recovered from the visit El Paso website, an online preview of things to do in El Paso. The first three events take place at one venue, McKelligon Canyon amphitheater. The main attraction and most notable is *VIVA! El Paso*, a musical drama that spans four centuries of four very different cultures all giving the audience a visual demonstration of El Paso's History. The next show to perform at McKelligon Canyon is *Cool Canyon Nights*, a summer concert series of various musical artists perform to audiences in the cool summer nights. The last event that is held in the amphitheater is the *Movies in the Canyon*; a more contemporary movie selection is available for audience members who are interested in watching a movie outdoors surrounded by the canyon walls. The McKelligon Canyon amphitheater plays host to a theatrical drama, a musical concert series and a film series, all of which promote the performing arts in the community (El Paso Convention and Visitors Bureau, 2011).

Aside from the canyon setting, *Music under the Stars* and *Dancing in the City*, provide audiences with a larger open area to experience the arts. The Chamizal National Memorial park is home to *Music under the Stars*, a name that says it all. Musical writings of popular music played until the sun goes down. *Dancing in the City* does just that. This event offers audiences a chance to dance the night away to their favorite hits of all eras. But there is one event that rises above all others - *The El Paso Downtown Street Fest.* This annual event is a culmination of all the previous events rolled into one huge festival (El Paso Convention and Visitors Bureau, 2011). Set at the heart of El Paso's downtown cultural arts sector, the festival celebrates everything that is art. This was just the tip of the cultural arts iceberg. There is so much more to explore all over El Paso, including its university which is in its own league of grand performing arts shows. When placed all together each component becomes a larger part to a whole cultural experience that is El Paso.

Conclusion

The Plaza Theatre's renovations have greatly impacted the downtown economy of El Paso. Along with the community's continued support of the theatrical and performing arts, tickets sales will keep the arts alive for the generation to experience. The introduction of various performing events with help accommodate a wide array of audience members that will in turn have a profound effect on the cultural arts sector located downtown. As long as the community continues to show support for the performing arts, free attractions will appeal to locals and tourists alike for years to come. By promoting awareness of these events to broader collection possible audiences, the city can assure that its cultural heritage will live on for many years to come.

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Activity #15:Self-Evaluation

Now that you have submitted your final draft of the Literature Review/Primary Research Report and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did the rater suggest you could improve on?

4. What do you need to do to prepare for the NEXT assignment?
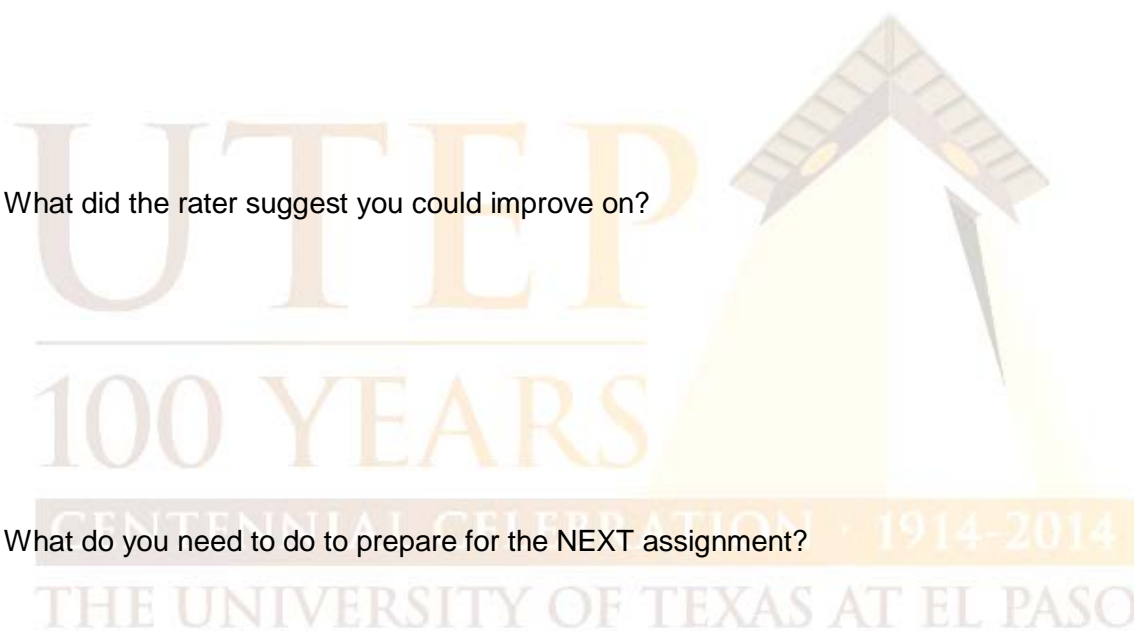
Publish: Add the Literature Review to your Advocacy Website

The Advocacy Website requires a page to provide audiences and discourse communities with the background information they need to assess the issue as demonstrated in the Literature Review/Research Report.

As with an academic audience, the literature review is designed to provide readers with an overview of your topic, the issues surrounding it as well as its relevance to your audience. However, the text-based assignment is typically long unbroken text that is not suitable for an internet community. You will want to consider how you should break the text into manageable parts, what images will be appropriate to add and whether to use colors.

As you redesign the literature review, refer back to the Principles of Visual Design found in the Advocacy Website section of this chapter. Also, be sure that your Literature Review Report will open within the Advocacy Website by clicking on its menu tab. Points are deducted when web pages open like attachments.

Your instructor may want to provide feedback with each new design element of your Advocacy Website so be prepared to publish it or provide your instructor with access.

ASSIGNMENT #3: DOCUMENTARY FILM

Expert Writers Draw on Five Knowledge Domains[5]
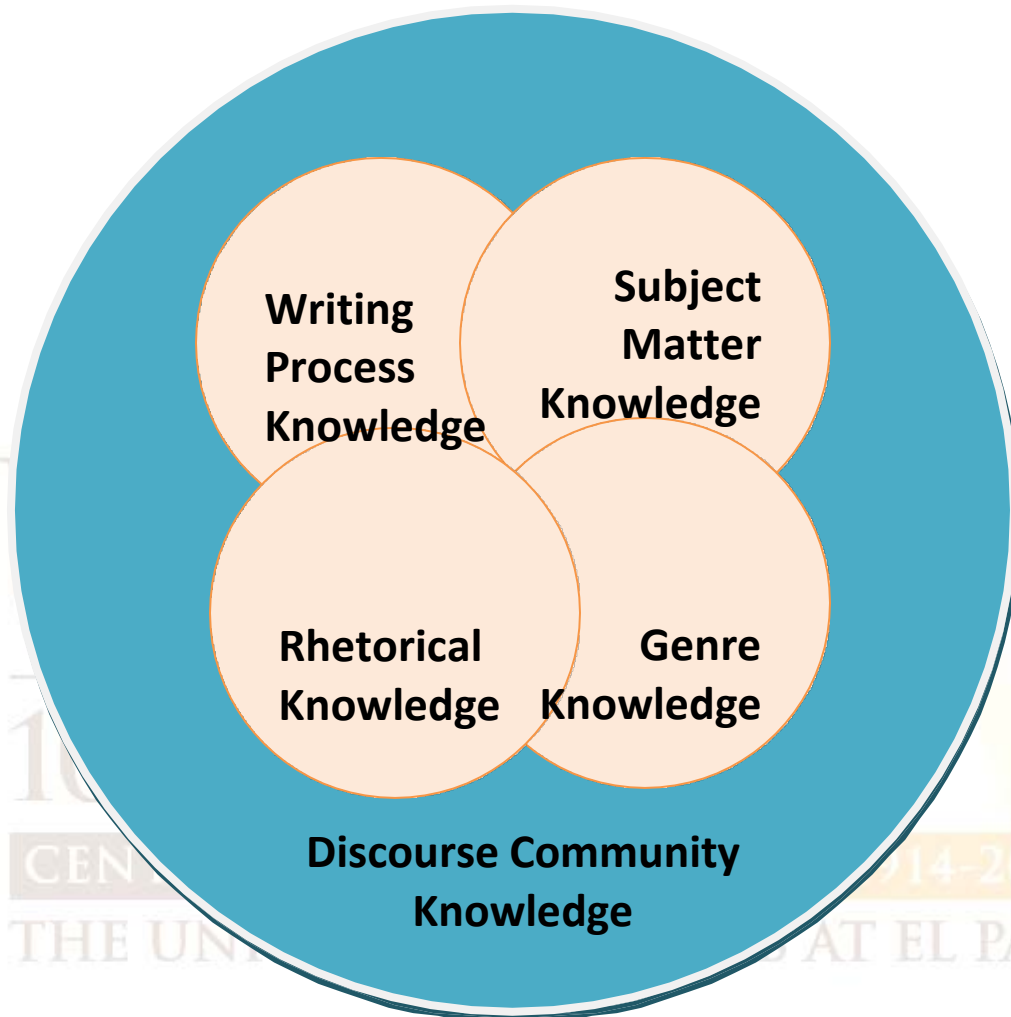
In this assignment, you will learn to:

- How to advocate for a position through multimedia
- How to adapt a writing process to a multimedia project
- How to utilize technology for rhetorical projects
- How to present research for a visual and aural discourse community
- How to recognize different genre requirements

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[5] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of the Documentary Film

You have worked on understanding discourse communities, completed a genre analysis, conducted empirical research and analyzed your findings in the Literature Review/Report. Now you will use this knowledge to advocate a position in a documentary film intended for a specific audience. This assignment is designed for groups of approximately four members but may be done individually as well.

A documentary film is a visual expression that seeks to stay factual and represent reality. It has some artistic point of view, a message of some sort, a moral or ideological ambition--in short, a wish to make a difference, to change the world, or at least, the way in which some relevant audience will look upon the world or themselves. As college students you have both opportunity and responsibility to be heard, to educate your community and produce a valuable piece of work that can be used to create change.

Why are we making a documentary film in a Writing class?

In a 21st-century college career, visual rhetoric plays an important role. While traditional written text remains valuable, we must also be aware of the opportunities provided by technology as evidenced by YouTube, Vimeo, and the enormous influence of film from the big screen to video uploaded from a cell phone; the visual is powerful.

With new assignments like this one, we are challenging you to re-think what it means to "compose." You will be faced with a different way to consider and utilize rhetoric, research, and writing. And perhaps more importantly, the skills you will acquire, both academic and technological are transferrable to the other disciplines you will enter.

A documentary film is a perfect opportunity to understand rhetorical situations, and producing a visual argument in this genre that advocates for specific issues facing your generation is a wonderful way for you and your peers to positively contribute to your generation's present and future condition.

The Documentary Film Festival

The documentary film project takes a lot of work and commitment from you, and the Undergraduate Rhetoric and Writing Studies program and faculty wanted a way to recognize and celebrate the final product. We, therefore, created a "film festival" that takes place at the end of every semester to showcase some of the films that really exemplify the skill, knowledge, and creativity that our students are capable of.

Films are nominated for consideration to be shown in the film festival by students in each class at the end of classroom presentations and/or sometimes, depending on time constraints, they are nominated by individual faculty members.

A committee of faculty members then views films, and a final list of films is selected for inclusion into the film festival. Students whose films will be shown in the film festival will be notified by their instructors, and will be asked to submit a copy of the main movie file, so that the highest quality of the film can be shown.

In preparation for the Undergraduate Rhetoric and Writing Studies Film Festival, we advertise and promote the event within the semester. You can be a part of this, win a prize, and have your flyer included on all published promotional materials. Your instructor will provide you with more information, and examples of previous winners, during the semester, but each flyer should:

- Name Undergraduate Writing, Department of English, and provide the UTEP logo somewhere on the flyer.
- Have the date, time, and place for the event.
- Have a theme for the event.

The design is completely up to you and limited only by your creativity.

Typically the film festival will take place during Finals Week at the end of the semester, and the Union Cinema Theatre is reserved so that family, friends, students, faculty, University administration can watch the winning films on "the big screen." Winning filmmakers receive certificates and small prizes, but most notably, public recognition for a job well done. Films will be published and can be viewed @ **http://filmfestival.uglc.utep.edu**.

Reading About Writing: The Documentary Film

As a way to further understand how important documentary films are to Writing, consider how and why scholars are writing about them.

Find and read the following article, and answer the questions that follow. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Yancey, K. (2004). Made not only in words: Writing in a new key." *CCC 56*(2), 297-328.

Yancey makes an interesting argument about the direction Writing is headed in teaching and learning. Answer the following questions:

- In the context of Yancey's article, how is making something like a documentary film in our Writing class validated?

- What are some of the pros and cons of the direction Yancey says Writing is headed? How will it affect reading and writing? Use evidence from the article to support your answer.

Reading About Writing: The Documentary Film

Assignment for Documentary Film

For this assignment, you will plan, write, film, and edit a documentary film that creates awareness and advocates for a change in thinking or behavior concerning a topic of political, civic or social importance. Your film should attempt to persuade a specific audience and have a specific purpose. The length of film should be approximately 5-7 minutes long. This assignment is designed for groups but can be done individually.

There are many steps to preparing a documentary film and planning is very important. You will need to decide on a course of action that your target audience can actually do. You will also want to write a storyboard, which is a simple screenplay or script of the film. You will use this to decide where to put your sources, what images/video to put first, second, etc. and where any narration or music will go. All the factors of your documentary are sources – from each image to each song so choose very carefully in order to create a cohesive point.

Your film should follow a structure similar to this:

- Title page with the names of producers and title of film. Do not put the class in the introduction. First, everyone who will see it on campus knows what course project it is. Second, you will likely publish this video on YouTube or Vimeo and adding the course detracts from the ethos and purpose of the video.
- Introduction – state and/or show background, history, or general status of the issue.
- Claim – state and/or show your side of the issue, what you want to persuade your audience to think or do.
- Support—state and/or show reasons to support your claim using appropriate evidence. Again, remember that all your choices from music to images are part of the source material you will use but you will also want some expert opinion to back up your points. *This evidence does NOT need to be cited in APA format.*
- Consider your style. You are free to use any style or tone that is appropriate to your audience and cause but remember that appropriate is the key word. Do not create a humorous video about the deaths caused by drunk drivers, for example.
- Advocate – what the viewer can do, who to contact, how to organize, solutions to enact. Be very specific about the course of action you want viewers to take. Many good documentaries show the problem clearly but provide little information about how to solve that problem. This leaves the audience with nothing to do and the problem continues. Be specific and make sure that your course of action is, in fact, a possibility.
- Conclusion—bring the documentary to a close and give your viewers something more to consider. Some options to consider might be how much the audience's action can help, how the issue would look if this particular problem were solved or even what the next problem to solve would be. In other words, offer a vision of how the audience's participation can/will make a difference.
- Fair Use Statement/Copyright/Credits. Separate sources by genre by listing textual source material such as journals separate from video sources, music and images.

When you use images or logos on your website, they will need to be cited to give attribution as to where they come from ("Courtesy of University of Texas at El Paso," for example, for the UTEP logo). Some images are already fair use (like clip art and many you might get from Google Images), so they may not need a citation, but make sure!

We suggest a **Fair Use Statement** something like this:

"The purpose of this page is for the viewing of the assignments for my RWS 1302/ENGL1312 course. All rights are reserved to (your name here), and no copying is allowed without permission. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies."

There are a number of free software programs that allow you to create and edit a video. The two most well-known are iMovie for Mac computers, Movie Maker for PCs; however, a quick Google search for free editing software or movie making software will offer you a list of other options.

Save I-Movie files as a .mov and MovieMaker files as .wmv. Ensure that the video and audio of the film are of good quality, and that the files will upload/play correctly on your Advocacy Website.

Important Requirements:

- Be vigilant about editing to maintain focus, to keep yourself as the primary voice, and keep interest in your film.
- Need to support the documentary film with a *substantial* amount of research to support any claims you make.
- Be clear about your persuasive purpose—what the position/claim is and what you would like the audience to do about it.

Click on the link below to watch a video that reviews the documentary film assignment:

http://www.vimeo.com/25947965

Key Elements Checklist:

✓ Ensure compatibility between hardware and software.
✓ Test functionality of the film on your Advocacy Website.
✓ Make sure that it advocates and persuades.

Rubric for Documentary Film

CATEGORY	A	B	C	D	F
Purpose 35 pts.	Establishes effective persuasive advocacy. Purpose is viable and clear.	Establishes a sufficiently persuasive advocacy. Purpose is viable and clear	Is mostly informational; advocacy is weak and/or unclear.	It is entirely informational; advocacy is missing and/or unclear.	Documentary has no discernible purpose.
Use Research: Quality, integration, relevance 25 pts.	Research makes an effective, relevant contribution to the advocacy; integration is seamless.	Research makes a sufficient, relevant contribution to the advocacy. Integration is good.	Research makes an adequate contribution to the advocacy. Integration may often be lacking.	Research is present but does not contribute to the advocacy and/or is poorly integrated.	No research present.
Ethos 30 pts.	Documentary uses strongly effective arguments, provides effective evidence, and introduces sources to demonstrate credibility for the audience.	Documentary uses sufficient arguments, provides sufficient evidence, and introduces most sources to demonstrate to display credibility.	Documentary arguments and evidence are acceptable. Some sources may not be introduced.	Documentary arguments and evidence are minimal. Most sources are not introduced.	Documentary has no arguments or evidence. Sources are not introduced.
Pathos 30 pts.	Documentary uses very effective strategies to appeal to the audiences' values and beliefs.	Documentary uses sufficient strategies to appeal to the audiences' values and beliefs.	Documentary acceptable strategies to appeal to the audiences' values and beliefs.	Documentary appeals to the audiences' values and beliefs are minimal.	Documentary does not appeal to the audiences' values and beliefs.
Logos 30 pts.	Documentary argumentative and organizational structure strongly supports the advocacy.	Documentary argumentative and organization-al structure provides sufficient support for the advocacy.	Documentary argumentative and organization-al structure provides acceptable support for the advocacy.	Documentary argumentative and organization-al structure provides inadequate support for the advocacy.	Documentary does not use effective argumentative and organizational structure. No support for advocacy.

Use of multimedia 25 pts	Effective and appropriate use of both original and existing film, narration, images, sound. Use of existing film and images adheres to fair use and assignment requirements	Sufficient and appropriate use of both original and existing film, narration, images, sound. Use of existing film/images adheres to fair use and assignment requirements	Acceptable and generally appropriate use of both original and existing film, narration, images, sound. Use of existing film/images unfair/not according to guidelines	Limited and/or inappropriate use of both original and existing film, narration, images, sound. Unfair use/ no adherence to assignment guidelines	Inappropriate use of both original and existing film, narration, images, sound.
Scripting, Editing & Timing 15 pts.	Very effective scripting and has the right amount of detail throughout. It does not drag or speed by. It meets the time guidelines. Editing is seamless.	Sufficient scripting and timing is mostly good, though it may drag somewhat OR need slightly more detail in one or two sections. It meets the time guidelines.	Acceptable scripting and documentary seems to need more editing. It is noticeably too long or too short in more than one section. It may be too long or too short.	Limited scripting and documentary needs extensive editing. It is too long or too short to be interesting.	Little or no scripting and documentary has no regard for timing or editing.
Credits 10 pts.	Documentary includes fair use statement and complete citation of all contributors and sources.	Documentary includes fair use statement and citation of most contributors and sources.	Documentary includes fair use statement and citation of some contributors and sources.	Documentary is missing either the fair use statement or the citation of contributors and sources.	Documentary is missing the fair use statement and citation of contributors and sources.

*_Rubrics are subject to minor changes. Students will be notified if changes occur._

Activity #1: Understanding Rhetorical Situation

The rhetorical situation is the context in which a rhetorical event takes place. In other words, a time and place where you might need to convince, resolve two or more conflicting assertions, and/or debate to resolve a problem or issue.

For this activity, your instructor will divide you into small groups. Each group will be placed in a different rhetorical situation. Document what you discuss, the reasons that could be used to argue a point of view, and why these reasons are valid.

Rhetorical Situation #1: You are a 17-year-old female, go to school, have a part-time job, and live at home with your parents. You do relatively well in school ("A's" and "B's" with the occasional "C"). With the money you earn from your job, you pay for your car and insurance. There is a huge party that will be occurring this weekend because the parents of your best friend will be out of town—all your friends will be there, and it is sure to be an all-night event. The problem is that you have a curfew of 1:30 am. It has been set this way for 3 months now. You want to be able to stay out until about 2:30 am. How will you convince your parents?

Rhetorical Situation #2: You are the parents of a 17-year-old female. She goes to school, has a part-time job, and still lives at home with you. She does relatively well in school ("A's and "B's" with the occasional "C"). With the money she earns from her part-time job, she pays for her car and insurance. You believe in strict adherence to your rules, but recently (3 months ago), you changed her curfew from 12:30 am to 1:30 am. Tonight, your daughter has asked you to extend her curfew another hour, until 2:30 am. You are aware that her best friend is having a party this weekend, so assume this request is influenced by this. How will you convince her that she CANNOT have the extended curfew?

Rhetorical Situation #3: You are a lawyer who primarily handles civil lawsuits. Your current client is a 17-year veteran of the Drug Enforcement Agency. He has all the training and certification a DEA Agent would have with a specialty in firearms and undercover investigation. Recently, he conducted a gun safety presentation (he's done hundreds) in a public school classroom. It was being videotaped by the school and the DEA (for public relation reasons) and was being presented to a group of 4th and 5th grade students, their teachers, and parents. In the midst of his presentation as he was demonstrating what a particular kind of firearm looked like, it discharged in the classroom and he shot himself in the foot. No one was injured, except your client. A few days later, it was learned that the videotape of this classroom presentation was now on YouTube—getting thousands of hits a day. Your client now wants to sue the Drug Enforcement Agency as he believes someone from within posted it on the Internet, and, in addition, that his employers should have ensured that all copies of the tape had been retrieved from the school. How will you convince a jury that your client deserves compensation?

Rhetorical Situation #4: You are a lawyer for the Drug Enforcement Agency. You bosses want you to take a case to defend the DEA from a recent lawsuit. One of its currently employed agents was in a public school classroom conducting a gun safety presentation to 4th and 5th grade students, their teachers, and their parents. The presentation was videotaped by the school and the DEA (who wanted to use it for public relation purposes). During the presentation, as the agent was demonstrating what a particular type of firearm looked like, it discharged and he shot himself in the foot. No one in the classroom was injured, except this agent. After the incident, the videotape of the presentation was posted on YouTube and it has become quite a

popular video—with thousands of hits per day. The agent is suing the DEA for emotional damage, as he believes someone from within the agency released the video, and that the DEA should have collected all copies of the tapes from the school after the incident. How will you convince a jury that this agent deserves NO compensation?

After your discussion, answer the following questions:

1. How is documentary filmmaking a rhetorical situation?

2. How will you use the knowledge base you created from your Literature Review/Research Report to create an argument for your documentary film? What position will you advocate?

3. Can you formulate your advocacy into a focus question? What would it be?
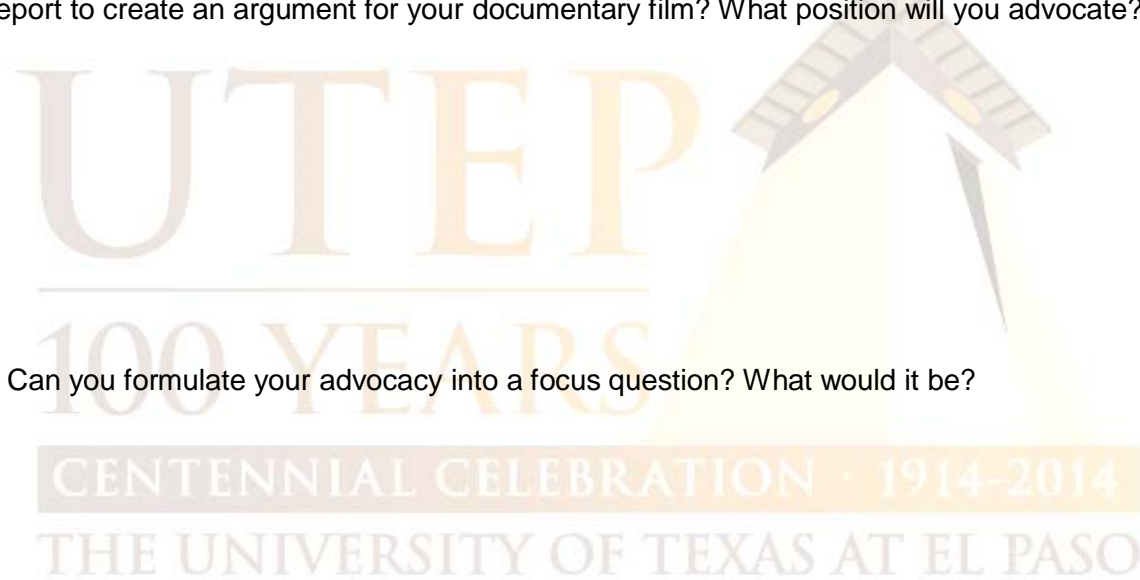
Activity #2: Persuasive Purpose

You need to have a persuasive purpose for your documentary—clear advocacy to give your documentary focus. An easy way to do so is to formulate an issue question. For example, if your topic were "Sex Education," obviously this would be a broad subject with many issues within it. It is your job, then to narrow it down. An issue question could be: "Should sex education be taught in public schools?" or "Is the Abstinence-Only Sex Education program effective?" As you can see, multiple perspectives on the issue are invoked by the way the question was posed—for example, a *should* and a *should not* in one and an *is* or *is not* in another. Now you have the basis for advocacy and the ability to have a clear persuasive purpose.

Issue questions typically begin with *Should*, *Does,* or *Is*—simply because there is direct opposite to those words. The following topics are much too broad. Provide an issue question to narrow them down.

Steroids: _____

Immigration: _____

Health Care: _____

Capital Punishment:
_____

The U.S. Economy: _____

Now provide an issue question based on your topic:

_____

_____

_____

_____

Activity #3: Developing Reasons for Advocacy

Once you have determined what position you will advocate, you will need to develop reasons to support your purpose. Brainstorm by creating a graphic organizer so that you can visually represent multiple perspectives on any issue, and list the reasons people have for supporting their positions:

Your Issue Question: _____

Examples of Chart:

Should	Middle position	Should not
Is	Middle position	Is not
Does	Middle position	Does not

## Activity #4: Gathering Evidence to Support Reasons

It is important to use your Literature Review/Research Report to determine which research will help you support the reasons/claims you make in your documentary. Write a short report to your instructor where you answer the following questions:

1. What primary research from your Literature Review/Research Report will be useful to include in your documentary film? Why?

2. Which secondary sources from your Literature Review/Research Report will be useful to include in your documentary film? Why?

3. How will you integrate and utilize this research in your documentary film?

4. Will you have to do additional research? Why or why not? What type of research will best serve your advocacy?
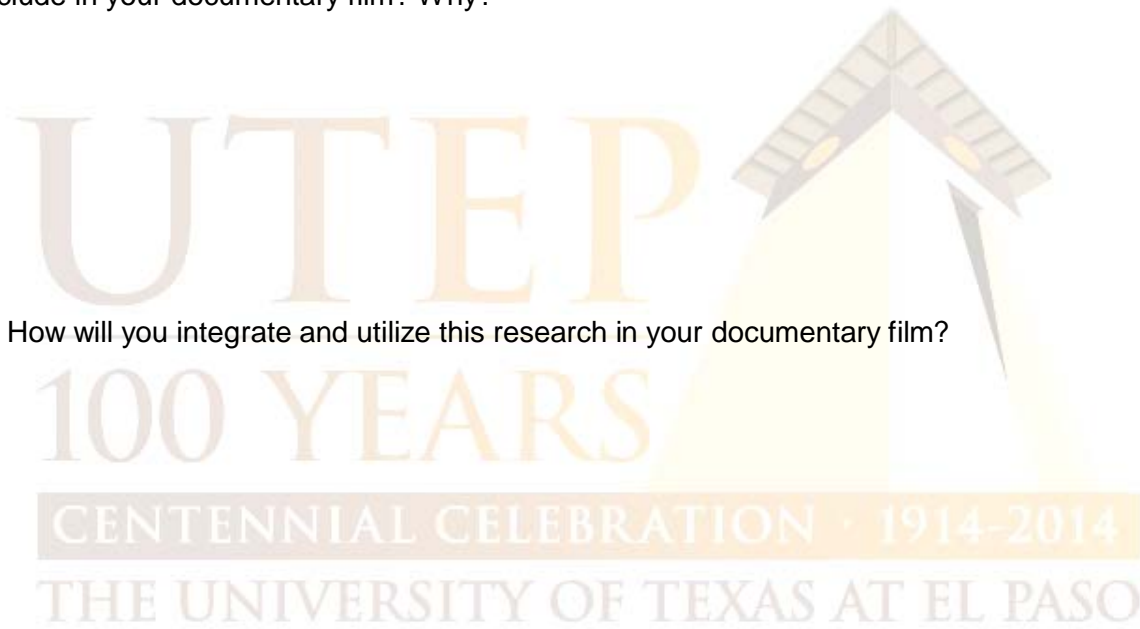
Activity #5: Collect Evidence through Images and Video

Now that you have thought about your position and the evidence to support it, you need to collect all the necessary images and video that you will use for your film. Go to Google Images, YouTube, and most important, use your own video camera (or the one you checked out from the Undergraduate Writing Program) and film your interviews, your primary images, and so on.

We highly encourage you to use your own cameras and video cameras to create your film—it is more authentic and engaging! Use Google and YouTube to supplement what you cannot do for yourself. Remember that except for original footage you filmed, **do not use more than 15 seconds of outside or secondary video at a time**—you need to be the primary voice of this documentary!

Activity #6: The Rogerian Argument

The Rogerian argument approach is to listen to alternate points of view, understand them, and reach a consensus or compromise. Although this is not how we traditionally conceive of argument in the U.S., this style can still be very beneficial, and may help you organize your documentary film. Use the following questions to think about your documentary film in terms of Rogerian Argument:

1. What is your issue question?

2. What is your position?

3. What is the position that is *most unlike* your own?

4. Describe the kind of people who would hold the position you list in #3. What types of proofs do you think they would most likely be willing to listen to? Logical, emotional, authoritative? Are there any proofs which you think simply would not work for them?

5. What types of proofs would work well for your issue? (logos, pathos, ethos)

6. Now, consider how you will begin to construct the three major parts of the Rogerian argument using the proofs you have decided on

7. Your consideration of the opposing point of view:

8. Your statement of your point of view:

9. Your offering of a compromise between the two positions:

10. What do you want people to do about this issue? How should they organize? Who can they contact? Discuss it here:
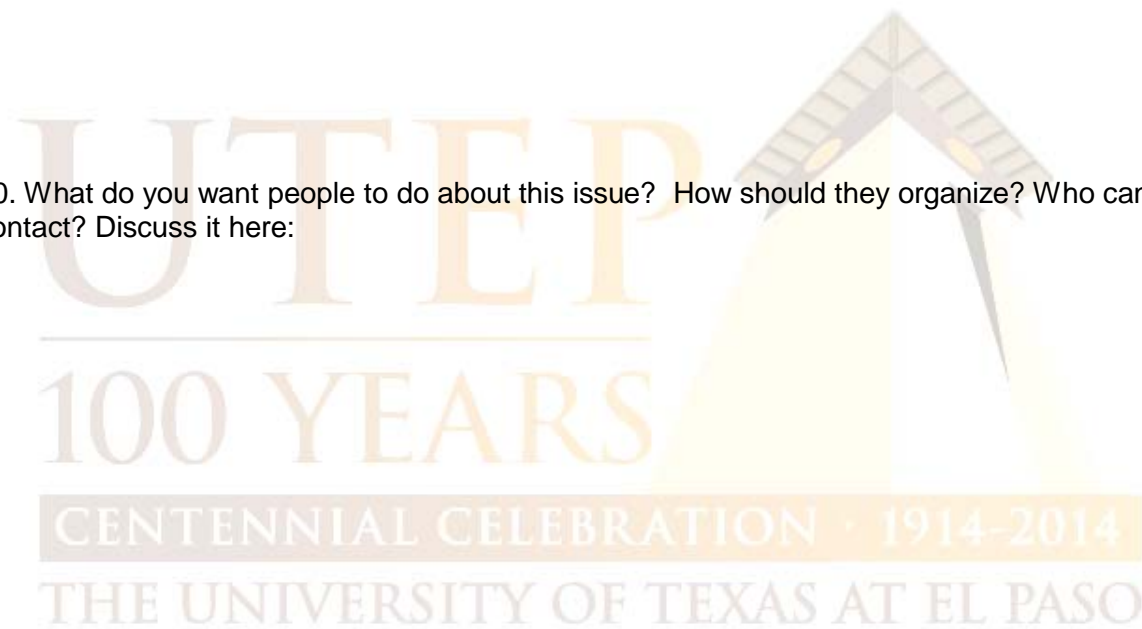
Activity #7: Traditional Argument

While Rogerian argument's approach is to listen to alternate points of view, understand them, and reach a consensus or compromise, traditional argument seeks to sway the audience toward your position. That is not to say that your argument will not contain some Rogerian elements; it may. But the goal this time is not to reach a compromise; rather, the goal is to further your argument. In addition to your consideration of the type of claim and proofs, you also consider the rhetorical situation. Use the following questions to think about your documentary film in terms of Traditional Argument:

1. What is your issue question?

2. What is your position? What will you advocate for?

3. What type of audience are you persuading with the documentary film? Hostile, neutral, friendly?

4. What kind of audience outcome do you anticipate? (Final agreement, new interest, tentative decision, change in level of indifference, hostility, listening and considering alternative views, change of mind, or agreement to disagree).

5. What kinds of constraints might your audience have that would prevent them from being persuaded by your argument—or even listening to it fully? Are there ways you can overcome these constraints?

6. What is your working thesis statement? Make sure to phrase it in such a way that makes your argument clear while also considering your audience and their potential response to it.

7. What types of research will you use to support your advocacy? Where are the best places to integrate it?

Creating an Outline

This assignment may be submitted to your instructor or taken to the Writing Center for feedback, but more importantly, it will help you to start thinking about the argumentative/advocacy structure you will follow for the documentary film.

Create an outline showing your persuasive purpose and advocacy focus for your documentary film. You might consider the Rogerian and Traditional argumentative models for help, but feel free to modify for your needs. The key is to clearly show the persuasive focus of your film, the reasons to support that focus, the advocacy involved, and even perhaps what research/evidence from your Literature Review/Research Report might be used.

Here is an example of what your instructor is looking for:

The Topic: Traditional Burials vs. Green Burials

Intro:

- Define what traditional and green burials are.
- Provide statistic on how many Americans die a year and how 80% prefer traditional method.
- Provide statistic on how much embalming fluid, non-biodegradable materials are buried.
- Introduce the Green Burial Council, their ideology, and their mission
- Green burial was the method used before Civil War and made embalming popular.

Position/Advocacy: Traditional burials should be laid to rest, and use green burials instead.

Opposing point of view to my position:

- People are embalmed because they believe it is required by law, it slows down decay, it is a disinfectant, and they look life-like for their funeral viewing.
- People feel comfortable with a traditional burial since it is normal in society.
- People want to their coffin and funeral service to represent them: luxurious coffin, ornate urn or headstone, nice, pretty cemetery.
- People think cremation and traditional burials are the only option.

Transition into my argument:

1st reason: Preserve land /cheaper costs

- Compare price of green vs. traditional burial.
- Not enough land for cemeteries, so less natural wild-lands—use U.K. example
- Green cemeteries will preserve & protect lands as natural as they are, and for people to enjoy.
- Bodies will return to the earth naturally and give back to nature.

2nd reason: Safer (humans and environment)

- Inform that embalming is not required by law and any diseases and bacteria die right after death.
- Embalming fluid harms morticians and workers, increase of cancer-related deaths.
- Embalming fluids and non-biodegradable materials pollute ground water and the earth
- Existing carbon emission from cremations.
- Green caskets, shrouds, and urns will decompose with body in 1 year and prevent pollution. (show examples)
- The only 'safe' green cremation is a reef ball which houses underwater creatures.

Advocacy:

- Existing traditional cemeteries can become hybrids certified by the Green Burial Council.
- Use dry ice or refrigeration to preserve body for a viewing, instead of embalming.
- Use natural embalming fluid instead of chemical based embalmers.

Research I will refer to/include:

- Provide info about El Paso not having a green cemetery, closest is in George, Texas.
- Provide graph of online survey & explain results.
- Interview with Howard Holderfield from Sunset.
  Provide resources/contact information if interested in going green.

Conclusion

Rolling Credits to include Fair Use Statement and Citations

Provide a Fair Use Statement and cite images you use (if necessary):

When you use images or logos on your website, they will need to be cited to give attribution as to where they come from ("Courtesy of University of Texas at El Paso," for example, for the UTEP logo). Some images are already fair use (like clip art and many you might get from Google Images), so they may not need a citation, but make sure!

We suggest something like this:

"The purpose of this page is for the viewing of the assignments for my English 1312 course. All rights are reserved to (your name here), and no copying is allowed without permission. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies."

Putting It All Together

Now that you have the content organized, it is time to start thinking about what role the images, videos, and narration will play in the documentary film. Storyboarding is a visual way to organize the sequence of images and video, and also a way to script and identify where you want narration to be expressed.

What you want to do is show your process and determine the sequence of images and videos. You also have to consider when the images can argue for you, when you need to clarify with narration, and how each component of the film will be transitioned into.

A storyboard graphic organizer like the two that follow can help you plug all your information in and begin the arrangement process.

There are two samples of storyboards you can replicate and to get you started in the subsequent pages.

Storyboard Sample 1:

Storyboard Sample 2:

Storyboards for the Production:_____   Page ____ of____

Shot # _____
Action: _____
_____
_____

Sound: _____
_____

Notes: _____
_____

Shot # _____
Action: _____
_____
_____

Sound: _____
_____

Notes: _____
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Shot # _____
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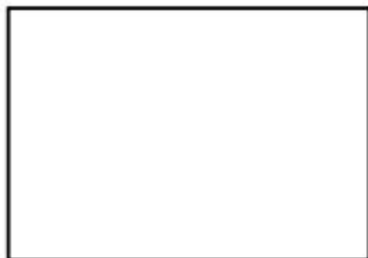
Activity #8: Peer Review

Either in class or online, exchange your draft with one or two classmates. Use the following prompts to provide feedback.

1. Explain the documentary's thesis statement, and provide suggestions for improving it.

2. Comment on the design of the documentary.

3. Evaluate the documentary's technical quality. Specifically comment on issues such as video quality and audio quality.

4. Comment on the documentary's use of supplementary material and research.

5. Explain how the documentary concludes, and suggest one way that it could conclude more effectively.

6. Suggest one more way that the documentary could be improved

Quick Guide: Submitting the Film

Click on the link below to watch a video to review some movie-making tips provided to you in class and in the Guide:

http://www.vimeo.com/25948749

You may be asked to save and submit your documentary film in different ways, depending on your instructor; however, everyone should save their film as a file.

If you used MovieMaker software, your file should end in .wmv so that it can be opened and viewed using Microsoft Windows Media Player.

If you used I-Movie on a Macintosh, your file should end in .mov so that it may be opened and viewed using Quicktime. This file can be posted in a module your instructor creates on Blackboard, or your instructor may ask you to save it on a Flashdrive and submit it.

Other ways your instructor might ask you to submit it include:

Creating an account on Vimeo, uploading the movie, and then copying and pasting the link on a Word document. Make sure that it is not set to "Private."

You can also post your film on YouTube (which you can set to "private"—just make sure your instructor will have access) or www.vimeo.com. The reason is that, especially for the presentation, it will be easy to access with no download time. Provide the link to your instructor, as well as copying and pasting the link to a Word document to submit to the assignment link in Blackboard.

Make certain that the link leads to a viewable video. A video with private settings cannot be evaluated.

Remember:

- Ensure compatibility between hardware and software when creating your film.
- Test the functionality of the film when you upload on your Advocacy Website.
- Make sure that it advocates and persuades!

Activity #8: Using the Grading Rubric

Your instructor will provide you with various samples of the documentary films to view in class. Use the **assessment rubric** found after the assignment sheet to assess their quality.

 Please respond to the following questions:

1. Based on the rubric, what grade did you give this sample of the Documentary Film? If you could explain this grade in a sentence or two, what would you say to the filmmaker?

2. Identify 3 specific things that this sample Documentary Film did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your own film?
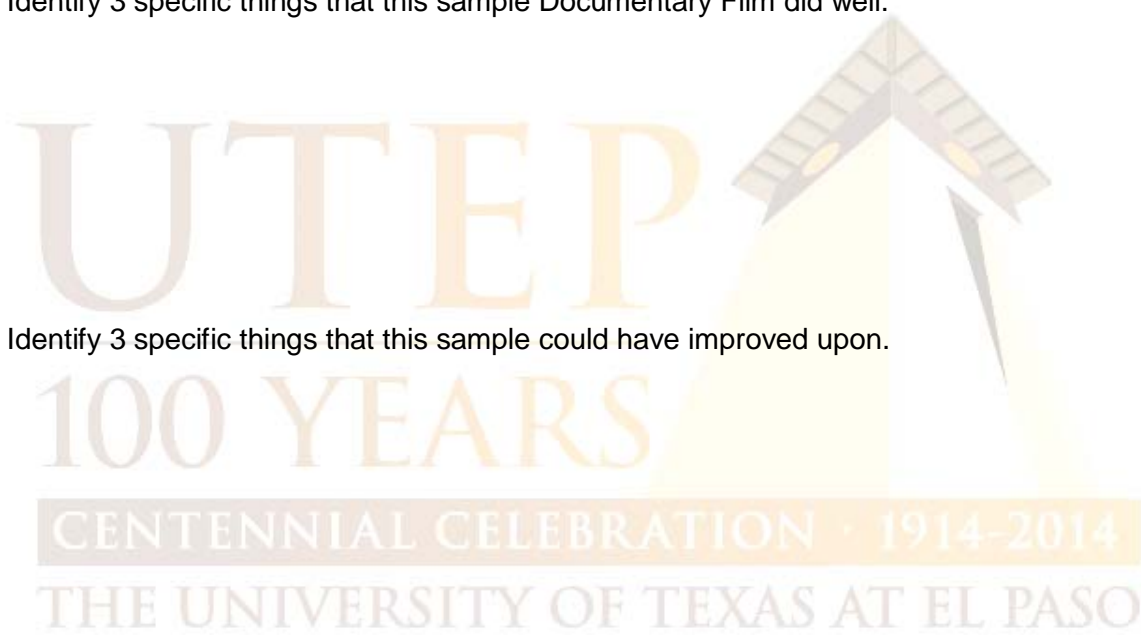
Activity #9: Self-Evaluation

Now that you have submitted your Documentary Film and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What did the rater suggest you could improve on?

4. How is documentary filmmaking similar and different to writing a traditional argumentative research project?
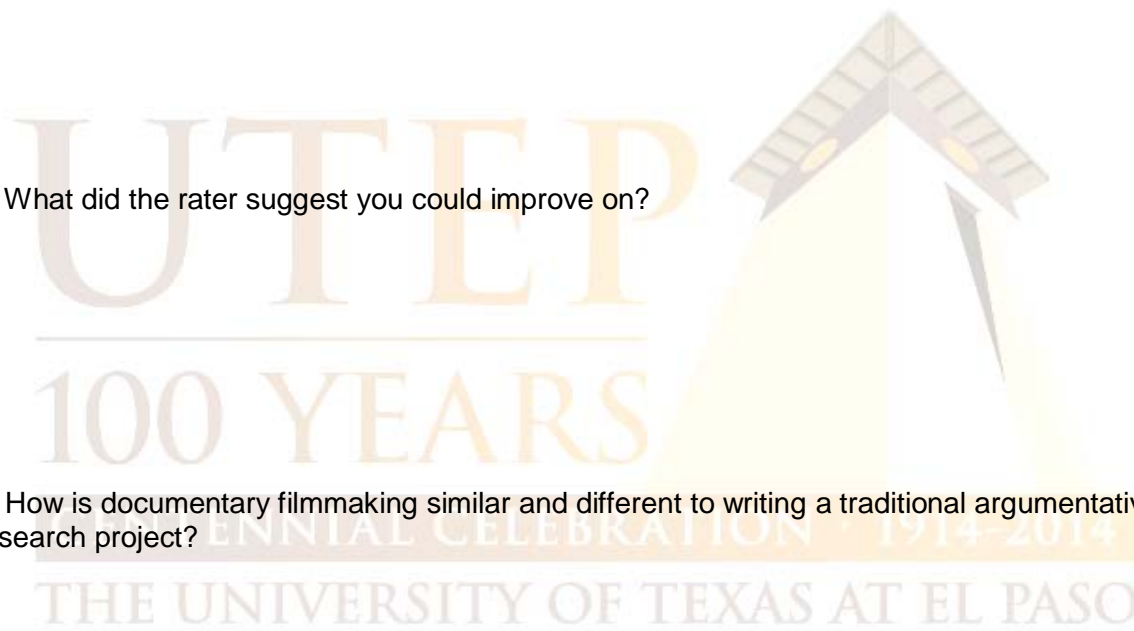
Publish: Add the Documentary to your Advocacy Website

The Advocacy Website requires a page that introduces and explains the advocacy of the documentary. If the documentary film is a group assignment, be sure to indicate this on your website and draw out connections to your website's topic as best as possible.

Your instructor may want to provide feedback with each new design element of your Advocacy Website so be prepared to publish it or provide your instructor with access.

ASSIGNMENT #4: PRESENTATION

Expert Writers Draw on Five Knowledge Domains[6]
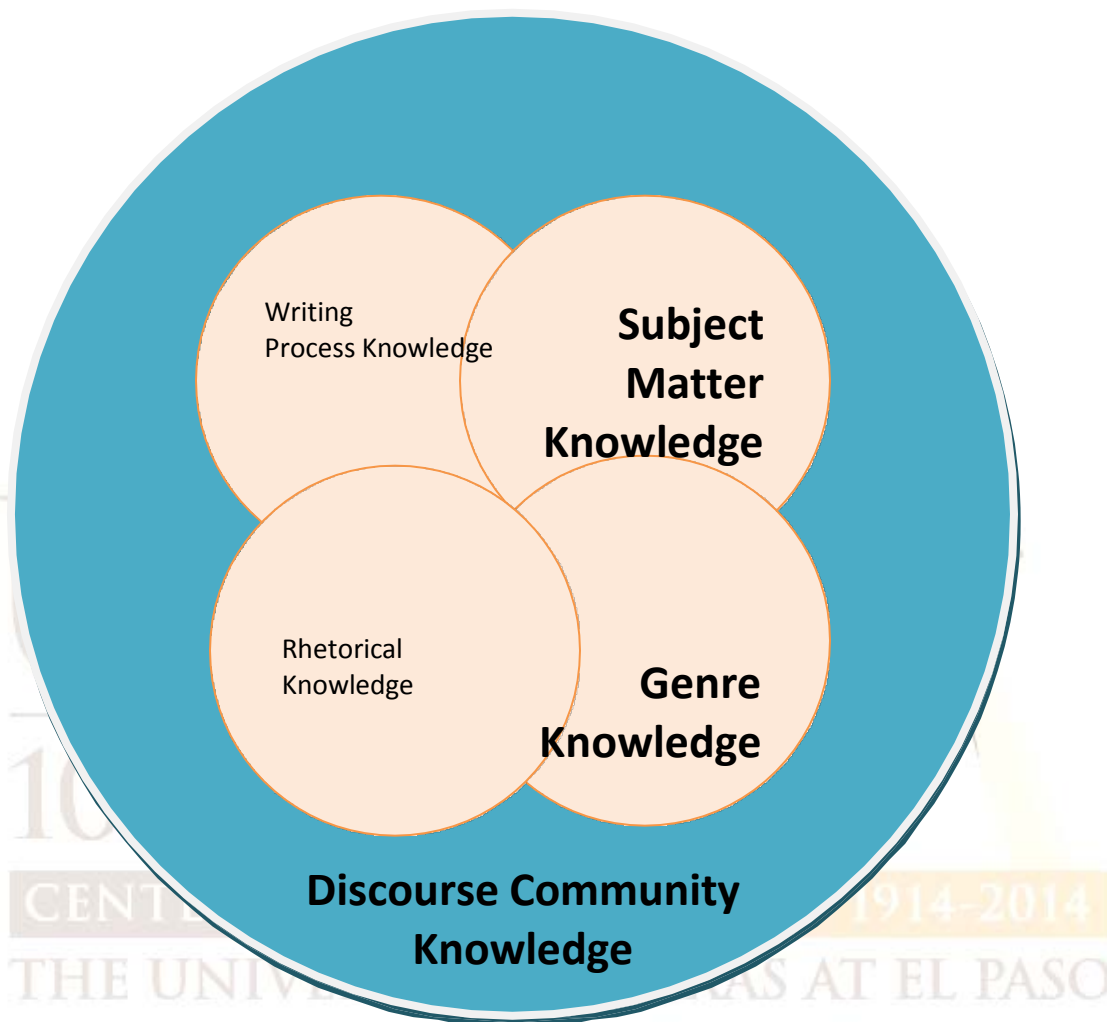
In this assignment, you will learn to:

- Use rhetorical strategies in a presentation
- Understand the genre of presentations
- Demonstrate your subject-matter knowledge as you answer questions from classmates

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[6] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of Class Presentation of Documentary Film

As you finish the documentary, you should now be something of an expert on your topic. It is time for you to tailor and rethink what you know and how you want to share it by preparing a formal presentation of your documentary film to your classmates.

Public speaking can be stressful for some people. With practice, you can get better at it. You will be doing some activities prior to your presentation day to help you have a more pleasant experience. It is understandable that some occasions call for a more somber tone; however, your public speaking experience can be one that is thoughtful and comforting not only for you but for your listeners as well.

Some quick tips:

- Be prepared! The more you know what you want to say, and how you want to say it, the less awkward your presentation will be.

- Practice! Do not try to "wing it." Much like the writing you have done in the course, presentations require some "rough" starts before you end up with a good final product. Practice beforehand.

- Embrace any nervousness! Mark Twain once said that there were two kinds of speakers: "Those who are nervous and those who lie about not being nervous." One great step towards a confident presentation is to volunteer when you will present, rather than wait until you are chosen (or it is assigned to you).
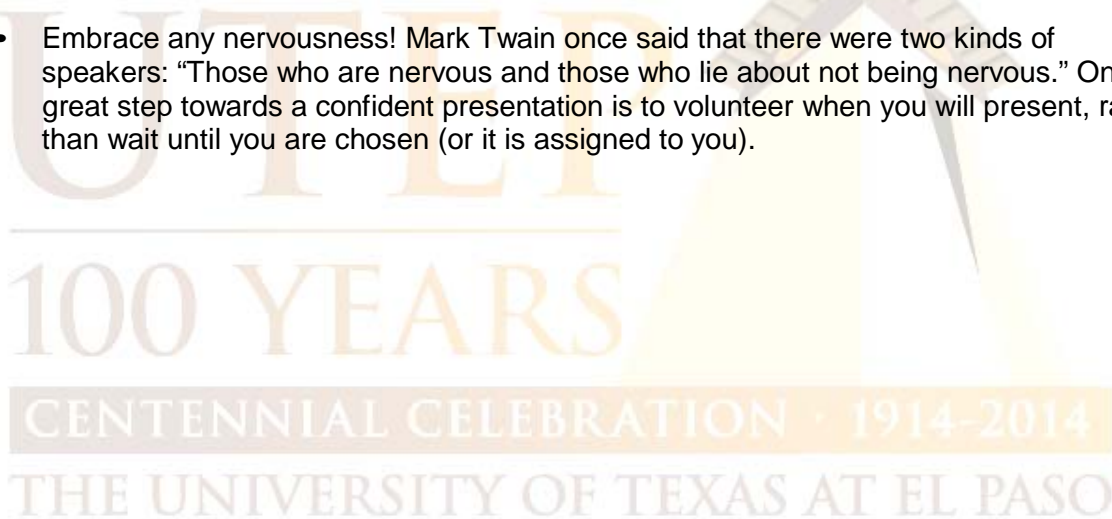
Reading about Writing: Class Presentation

As a way to further understand how important class presentations are to student learning consider how and why scholars are writing about them.

Find and read the following article, and answer the questions that follow. Your instructor may ask you to submit or post this on a Discussion Board for participation points

Otoshi, J. & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. *Asian EFL Journal, 10*(1), 65-78.

- What are some of the major benefits of allowing students to participate in deciding how they will be evaluated/graded for an oral presentation?

- Explain how students creating their own rubric would lead to a sense of "ownership" of the grade they received for an oral presentation.

- What were the three major factors the students in the study considered to be the most important for a presentation to be effective and deserving a high grade?

Assignment for Class Presentation

Presentations can be seen as a form of teaching, and one way to show you truly have knowledge of a subject/topic is to be able to articulate it verbally to others. Besides the written and visual discourse communities we have learned about and created, oral communication is just as powerful and requires just as much skill to be completed effectively.

For this assignment, you will present your documentary film by introducing it, showing it, and offering a conclusion to the viewing of the film. Considering that your documentary will be approximately 5-7 minutes long, your introduction and conclusion should be brief, but they should provide a helpful transition into the viewing of the documentary and a satisfactory resolution after the viewing.

In order to present effectively, you should prepare a PowerPoint presentation (no more than 3 slides) in which you:

1. Introduce yourselves and your documentary topic.

2. Offer a brief summary of what the audience will see.

3. Show the documentary.

4. Provide closing statements.

You should make sure all components of the documentary (visuals, technology) are functioning properly. Test it at home, and get to class early to test it prior to presentation as well.

Key Elements Checklist:

✓ Introduce your documentary with title, names, and brief overview of the film.
✓ Prepare a short closing statement after the documentary.

Rubric for Class Presentation

CATEGORY	A	B	C	D	F
Content 20 pts.	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows an adequate understanding of the topic.	Does not seem to understand the topic very well.	Shows no understanding of the topic
Audience Engagement 20 pts.	Makes excellent use of the chosen medium to engage the audience's attention including an introduction and conclusion or Q&A.	Makes good use of chosen medium to engage audience attention including an introduction and conclusion or Q&A.	Makes adequate use of medium to engage audience attention most of the time. Provides some form of introduction and conclusion.	Makes inadequate use of medium and fails to engage the audience much of the time. Missing or inadequate introduction and/or conclusion.	Makes no real use of the medium to engage the audience. No audience engagement.
Preparedness 10 pts.	Student is exceptionally prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is adequately prepared, but it is clear that rehearsal was lacking.	Student is inadequate-ly prepared or rehearsed.	Student lacks any preparation or rehearsal.

Rubrics are subject to minor changes. Students will be notified if changes occur.

Activity #1: Past Experiences in Public Speaking

Sometimes it is a good idea to examine past experiences in order to improve and analyze what you could have done differently. Write a short reflection using these questions to assist you:

1. What was an occasion where you made a presentation or spoke publicly?

2. Did you have a good or bad experience? Why? Explain.

3. If you had to do it over, what would you do differently?

4. How do you think you could make your next public speaking event a more memorable and fulfilling one?

Next, share your reflection with one of your classmates. After you read each other's reflections discuss ideas on how to better tackle a presentation.
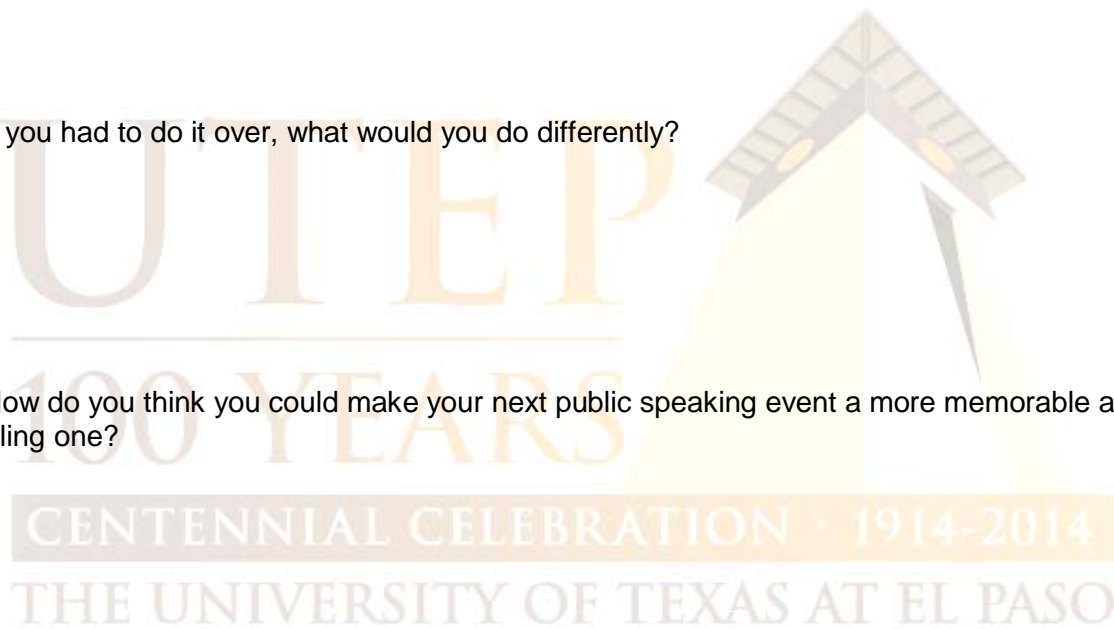
Activity #2:Preparation

It is time to prepare your presentation. Do not wing it. People can tell. There are several things you want to think about.

1. What is the context both physical and social of your presentation?

2. Who will your audience be?

3. What is your purpose?

Activity #3:Strategies and Arrangement

Answer the following questions to help you consider your presentation strategies.

Ethos:

1. What sort of Ethos do you want to convey? Example: tone of voice or body posture

2. What type of introduction will help you introduce your purpose?

Pathos:

1. What sort of emotions can you use appropriately to show Pathos for your subject matter?

2. What type of conclusion will you use to give your audience in order to support your purpose for your presentation and so that they will remember your presentation? Example: closing thoughts or ideas

Logos:

1. What is the best way to get your point across?

2. What are the main points that you will cover?

Quick Guide: Creating an Effective PowerPoint

Even though this is a short presentation of only 3 slides, there are a few strategies to ensure these slides are effective.

- Too much text on a slide makes it difficult for a learner to both see and process information. The solutions are easy. Use more slides or outline only major ideas on each slide and then verbally add details. Guidelines suggest no more than six bullet points per slide, no more than six words per point.

- Do not use fonts smaller than 28-point to ensure readability. To check your font size, print out a slide, put it on the floor at your feet. If you can read it from a standing position, then your font size should work in a typical sized classroom.

- Choose your backgrounds and colors carefully. If a background has too much going on, it competes with the information. Also, poor color choices make slides difficult to read. Consider using aesthetically pleasing color choices with good color contrast. Light fonts on a dark background are best for projection, dark fonts on a light background are best for printed slides.

- Do not complicate slides with too many figures and tables. The whole purpose of showing a figure or table is lost when a learner must focus on trying to make sense of all the numeric information. Use a handout instead, or refer to a page number or a website where the information can be read at a later time.

- Acknowledge all references used. The same rules of evidence apply with PowerPoint. When you use a quote, table, figure, or summarize someone else's work, cite the source.

- Do not read the slides word for word. If all the audience needed to do was read the slide, you would not need to be there. Use the slides as *guides* for a presentation. Also, do not take the slides right out of your resources. Use the slides to zero in on important topics, and add more material orally!

- **Practice, practice, practice.** Do not go in cold and fumble. PowerPoint is only a tool — one you need to use with poise and confidence.

PracticeEvaluation

Besides the written and visual discourse communities we have learned about and created, oral communication is just as powerful and requires just as much skill to be completed effectively. It is always a good idea to think about how others will evaluate your presentation. The speech evaluation form can also serve as a checklist prior to your presentation. Be sure to read the material in your textbook in order to get the big picture.

The Introduction

- How did the introduction capture the audience's interest?
- How could it have been improved and made stronger?
- Was the arrangement of the speech effective?

The Body

- What were the main points?
- Was there evidence to support main points?
- Were you persuaded?
- Did the presentation need to be more concrete or more detailed to be effective?
- Did the arrangement support the purpose?
- Did the language engage the audience? Give suggestions on how to improve.

The Conclusion

- Did the conclusion of the speech help you remember the purpose?
- Did you get a sense of closure at the end of the presentation? Give suggestions on how to improve.

Delivery

- What were the strongest qualities of the speaker? Describe.
- Was the speaker enthusiastic about his/her topic?

Overall

- Was the topic narrowed down enough or well-focused in the time allotted?
- Did the presentation advocate and persuade the audience? Give suggestions on how to improve.

ASSIGNMENT #5: ONLINE OPINION PIECE

Expert Writers Draw on Five Knowledge Domains[7]
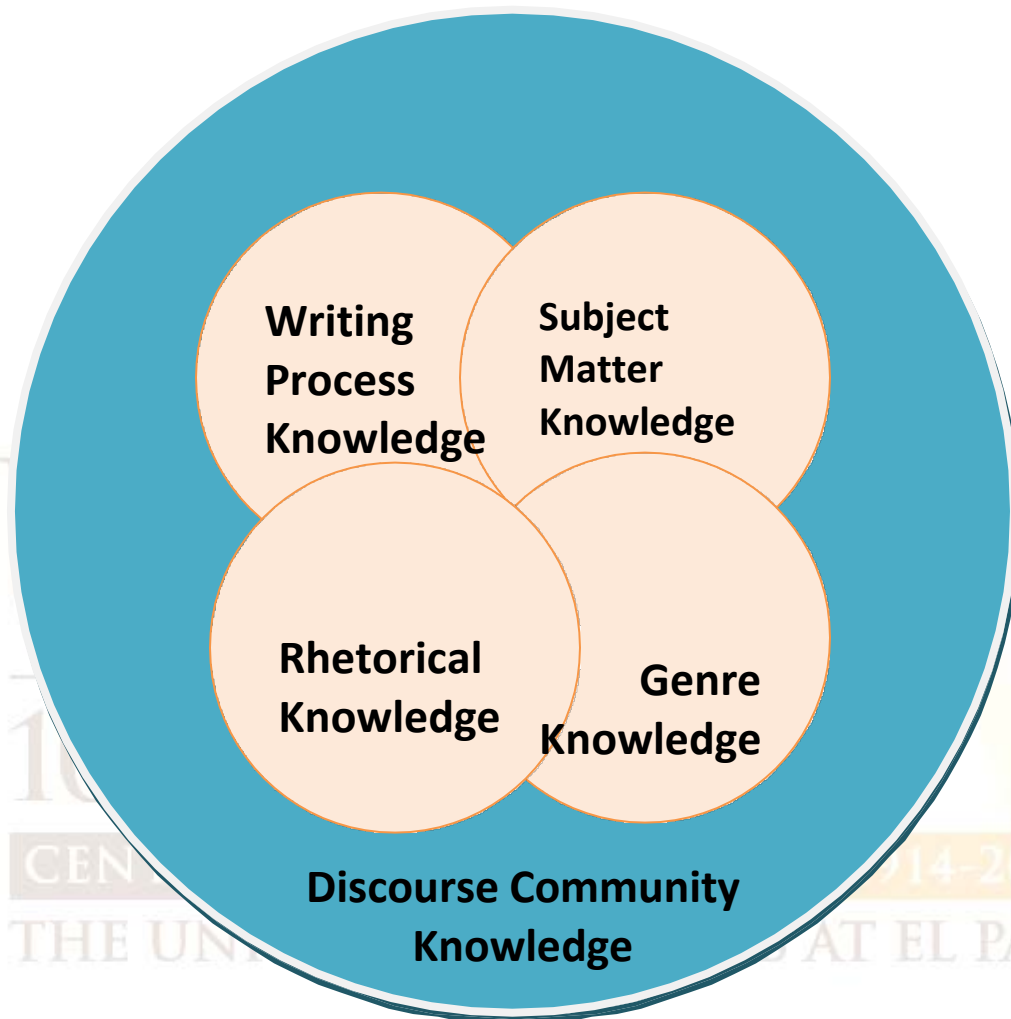
In this assignment, you will learn:

- How to use the rhetorical appeals
- How to write a concise argument
- How to write for an online genre

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[7] Beaufort, A. (2007). The question of university writing instruction. *College Writing and Beyond: A New Framework for University Writing Instruction.* Logan: Utah State University Press.

Overview of the Online Opinion Piece (Op Ed)

An opinion piece is normally a text that expresses an opinion and is commonly published by newspapers, magazines, and advocacy websites. For your last major writing assignment in this course you will be writing an opinion piece or "op ed." You will focus on one aspect of your report topic (Literature Review/Research Report) in order to **advocate for a policy change.**

Click on the link below to watch a video and learn more about this genre and to get a quick overview of this assignment:

http://www.vimeo.com/25948919

What do we mean by Op Ed and Policy Change?

Op = Opinion   Ed = Editorial

Policy Change = A course of action, either new or a change in what currently exists.

The op-ed does not just advocate/discuss/tell people about a change. It should also suggest what actions they might take in support of your idea. **These suggestions should be specific, clear, and strong, not just a generic suggestion.**

The first step is to identify the existing policy in your issue. Then you would recommend an addendum or a deletion to change the policy into something more effective. Policies can be a statement of principle on which people base their behavior such as an anti-harassment policy at a workplace. Or, it can be a law or rule that regulate behavior such as setting up cameras to catch traffic violations at busy intersections. The goal is to argue for a change in policy that will improve the issue it is targeting, but also to get your audience organized and willing to do something. In addition, **the best opinion pieces are supported by research** because it changes the perception of opinion, into a perception of fact.

The biggest challenge is taking all the expertise you have acquired about your semester topic, and be able to argue effectively in a limited amount of space and time.

Skills and strategies you will learn and utilize:

- How to use the rhetorical appeals
- How to write a concise argument
- How online publication differs from print publication

Reading About Writing: Online Opinion Piece

As a way to further understand how important online opinion pieces are to learning, consider how and why scholars are writing about them.

Find and read the following article and answer the questions that follow. Your instructor may ask you to submit or post this on a Discussion Board for participation points.

Deng, L., & Yuen, A. K. (2011). Towards a Framework for Educational Affordances of Blogs. Computers & Education, 56(2), 441-451.

- Blogs are a new form of op-ed writing. This article sets out to develop an empirically grounded framework for educational blogging in the context of teacher education. Based on what you read in the article, how might the benefits of blogging and learning to do so apply to students?

Assignment for Online Opinion Piece

In the previous assignments, you have been asked to construct and re-construct your issue to fit specific genres that resonate with differing discourse communities. In your Literature Review/ Research Report, you focused on reporting information about your issue without taking a position. In your documentary, you took a position on the issue and advocated for that position. For this last major writing assignment, you will now focus on one aspect of your report topic in order to underline advocate for a policy change, and you will do so by writing in the genre of an opinion piece.

An opinion piece or "op-ed" is normally a text that expresses an opinion and is commonly published by newspapers, magazines, and advocacy websites. The best opinion pieces are supported by research. **Yours must draw upon the secondary sources and/or primary research featured in your literature review and research report. Do not rely on one source.** (You are welcome to add new research as necessary.) Because you will be posting this opinion piece on your website, you will be writing it for the discourse community of your website viewers.

You need to consider:

1. Based on your research, what kind of policy change would you like to see?
2. What course of action should be taken?
   This change that you are advocating for should be specific. What steps/processes are you asking your audience to do in support of your policy change? Tell your audience exactly what they need to do. **Give them at least two options.**

Do not choose a policy change that has already happened or something that people are already doing.

You also need to consider:

1. What research will be most persuasive for your audience? Be sure to cite sources.
2. How you will use logos, pathos, and—most important for an opinion piece—ethos?
3. In what order will you arrange your ideas?
4. How will you use illustrations or other graphics? How will you design the layout?

Submit a 500-750 word Online Opinion Piece. Be sure to include a correctly formatted reference page and in-text citations using APA formatting style.

Remember:

- Emphasize the policy change.
- Use concise language.
- Use and cite effective research--2 to 3 sources (include references).
- Create an effective design (visuals, layout, color, text wrapping) as this will be an online product.

Save your projoect using your last name, and the word, "op-ed," and "draft" or "final" depending on the version of the project you are submitting.

Example: smithopedfinal.doc

Use 12 pt. font, Times New Roman style (or something similar), design is up to you!

Submit your opinion piece final draft in the assignment area of Blackboard.

Be sure to include a correctly formatted reference page in APA.

Key Elements Checklist:

✓ 500-750 words (no title page or abstract needed).
✓ Emphasize the policy change.
✓ Use concise language.
✓ Use and cite (APA) effective research--2 to 3 sources (include reference page).
✓ Create an effective design (visuals, layout, color, text wrapping) as this will be an online product.
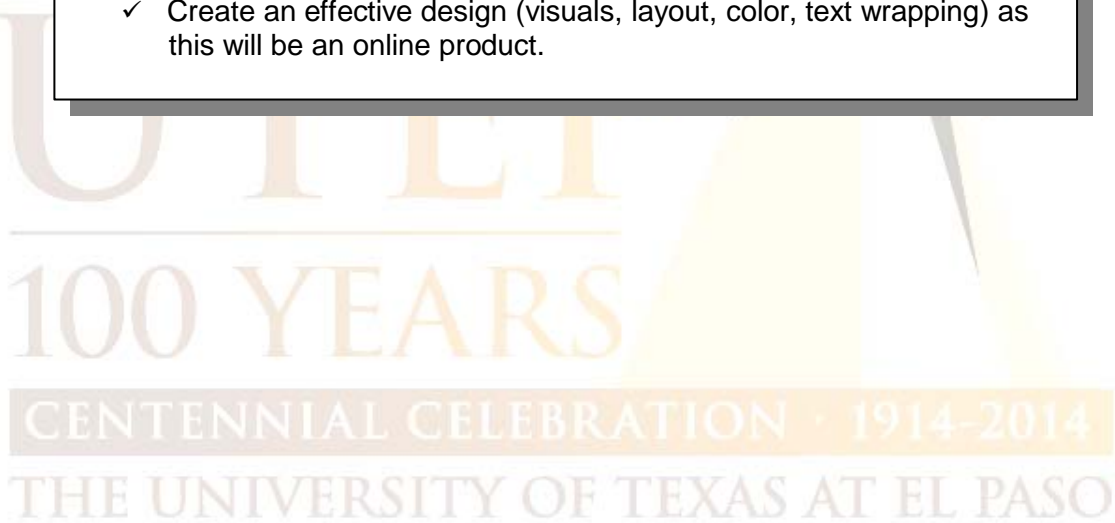
Rubricfor Online Opinion Piece

CATEGORY	A	B	C	D	F
Policy change: **20 pts.**	The policy change is clear and specific.	The policy change is fairly clear and specific.	The policy change needs to be clearer and/or specific, though overall it is adequate.	The policy change needs to be significantly clearer and/or more specific.	The policy change is missing.
Ethos: **15 pts.**	The writer's arguments are strong. The writer introduces and uses highly-respected sources.	The writer's arguments are good. The writer introduces and uses some well-respected sources.	The writer's arguments are adequate. The writer may not introduce or use all sources.	One or more of the writer's arguments and evidence is significantly weak. Introductions may be lacking for most or all sources.	The writer did not use any effective arguments or evidence. No introduction of sources.
Pathos: **15 pts.**	The writer uses strong strategies to appeal to the readers' values and beliefs.	The writer uses good strategies appeal to the readers' values and beliefs.	The writer's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	The writer's appeals to the readers' values and beliefs is inadequate or often uneven.	The writer did not use any effective appeals to the readers' values and beliefs.
Logos: **15 pts.**	The writer's organiza- tional structure strongly supports the arguments. The logic is straight and strong.	The writer's organizational structure provides good support for the arguments. Logic is good.	The writer's organizational structure and logic are adequate to support the arguments, but are sometimes uneven.	The writer's organizational structure provides inadequate support for the arguments. The logic is often uneven.	The writer did not use effective organiza- tion and/or logic.
Research: **10 pts.**	Research strongly supports the argument and is correctly cited on the Reference page.	Research provides good support for the argument and is correctly cited on the Reference page.	Research provides adequate support for the argument, though it may be uneven. Citations are basically correct on the Reference page.	Research provides inadequate support for the argument. Citations on the Reference page are significantly incorrect.	No research is evident and/or or cited on Reference page.

Writing Fluency: **15 pts.**	Skilled writing. There are few, if any, errors. Writing is clear and concise.	Good writing. There are a few surface errors but they are not distracting. Writing is clear and concise.	Adequate writing. Some surface errors are distracting, though they don't impede overall communication. Writing is mostly clear and/or a bit wordy.	Deficient writing. Surface errors sometimes make it difficult to understand the writer's message. Writing is generally unclear and/or wordy.	Serious writing deficiencies. Writing is unclear and/or wordy.
Design: **10 pts.**	Design is professional and intended for an online audience. Text wrap and graphics are used as needed. Selected graphics are appropriate to the policy.	Design is mostly professional and intended for an online audience. Text wrap and graphics are used as needed.	Design somewhat professional and somewhat intended for an online audience. Text wrap and graphics could have been better implemented.	Design is not visually appealing; there is minimal consideration for an online audience.	There is no design and no considera-tion for an online audience.

*Rubrics are subject to minor changes. Students will be notified if changes occur.
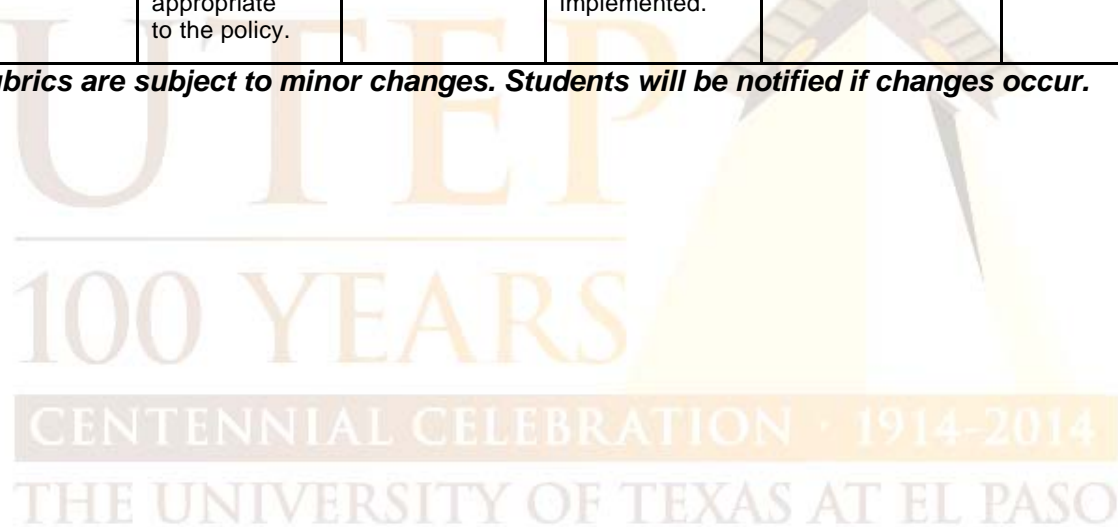
Activity #1: Learning About Opinion Pieces

Read the information from the following websites and answer the questions that follow:

Descriptions and tips of what Letters to the Editor & Opinion Pieces are:

http://www.acep.org/content.aspx?id=21784

A Few Tips for Opinion Piece Writers by Andrew Leigh:

http://andrewleigh.org/pdf/oped_tips.pdf

Tips on Op-Ed Writing for the New York Times:

http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html?pagewanted=all&_r=0

UVA: Top Ten Tips on Writing Opinion Pieces:

http://www.virginia.edu/topnews/facultyopinions/tips.html

Answer the following:

1. Identify 3 characteristics of the genre of opinion piece writing.

2. What are some of the general differences between a letter to the editor, an editorial, and an online opinion piece?

3. What do you think the differences are in publishing an opinion piece in a newspaper, a magazine, and online?

4. What are 3 strategies you can utilize to write your online opinion piece?

Activity #2: Analyzing the Design of Opinion Pieces

For the **online opinion piece**, you are asked to produce an **online document**. Therefore, your audience is a virtual one. You will need to include color and fonts that attract the reader, as well as pictures, graphics and a design that will be user friendly and that adds to the professionalism of the document.

For this activity you will need to find two online examples of online opinion pieces that fulfill the following criteria:

- Design looks professional;
- Intended for an online audience;
- Text wrap and graphics are used creatively and appropriate and add depth to the discussion.
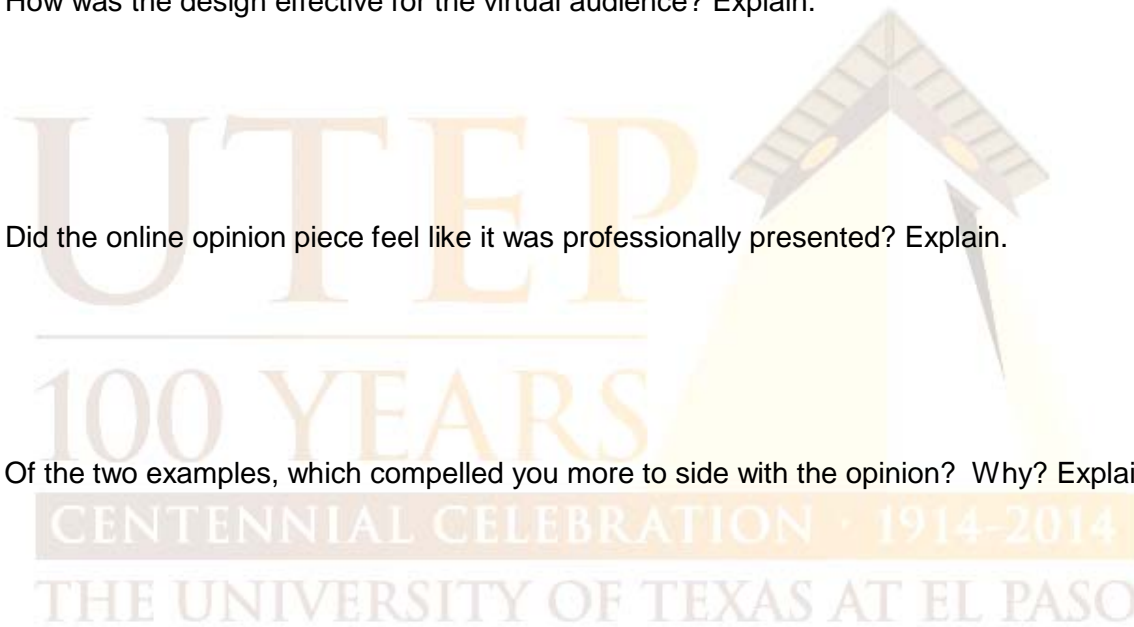
Then answer the following questions:

1. How was the design effective for the virtual audience? Explain.

2. Did the online opinion piece feel like it was professionally presented? Explain.

3. Of the two examples, which compelled you more to side with the opinion? Why? Explain.

4. Did the visuals impede or assist in the delivery of the opinion? Explain.

Activity #3: Choosing a Focus

The opinion piece requires you to advocate for a policy *change.* You will need to consider your topic from several vantage points to determine what you want to *argue should be changed.* A *policy* is a course of action; it can be a statement of principle on which people base their behavior *such as an anti-harassment policy at a workplace.* Or, it can be a law or rule that regulates behavior *such as setting up cameras to catch traffic violations at busy intersections.*

For example, some appropriate opinion piece topics might be:

> You may be interested in improving the education in public schools, but as that is a broad request, you will have to get more specific. You might advocate that school uniforms be mandated in El Paso area public high schools to encourage students to focus more on their academics and less on distractions.

Or...

> Affirmative action is a policy that was enacted to redress past discrimination against minorities by providing ways to ensure their educational and professional success. You might argue that the policy must now change in order to accommodate the current social dynamic.

Answer the following questions:

1. Based on the research you compiled for your Literature Review/Research Report, what kind of policy change would you like to see?

2. What course of action should be taken?
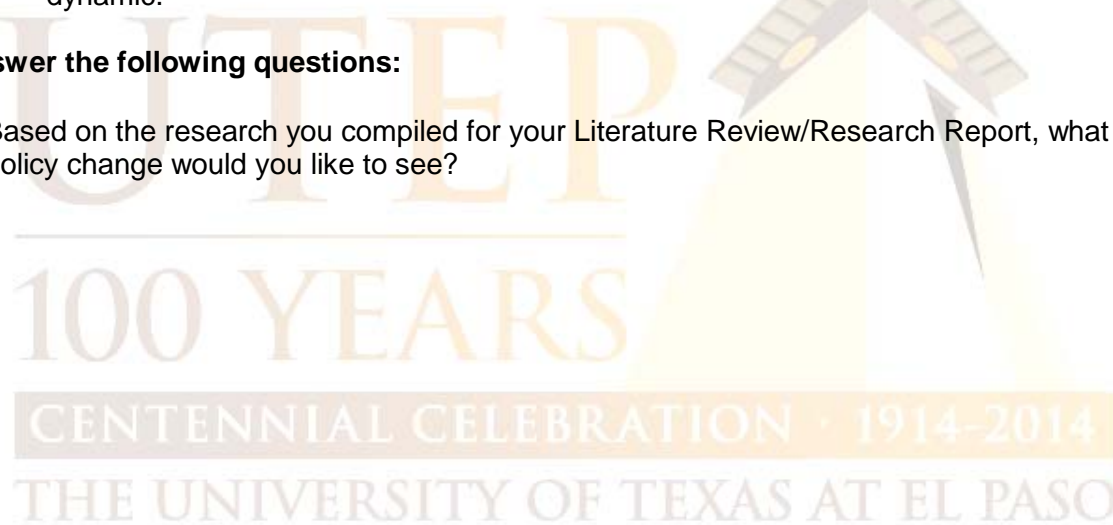
Putting It All Together

What is unique, and fun, about an op-ed is that it is a highly focused opinion piece where you will attempt to engage your readers' **emotions** while presenting facts that support your point of view. Op-ed pieces are vibrant and eye-catching because op-ed writers are attempting to capture an audience's attention not only through wit and intellect, but through strong factual support, all in an attempt to persuade effectively.

Here are some tips from Duke University's Office of News & Communication (2009).

Make a single point well:

You cannot solve all of the world's problems in the 500-750 words you are allotted for this assignment. Be satisfied with making a single point clearly and persuasively. If you cannot explain your message in a sentence or two, you are trying to cover too much.

Put your main point on top:

This is a shorter writing assignment, which means you *MUST* hook your busy reader instantly! You are expressing to your audience that your topic is interesting, and your opinion is going to be even more absorbing. Get to the point quickly and convince the reader that it is worth his or her valuable time to continue.

Tell readers why they should care:

Put yourself in the place of the person looking at your op-ed. At the end of every few paragraphs, ask out loud: "So what? Who cares?" You need to answer these questions. Will your suggestions help reduce readers' taxes? Protect them from disease? Make their children happier? Explain why. Appeals to self-interest usually are more effective than offensive criticism.

Offer specific recommendations:

An op-ed is not a news story that simply describes a situation; it is your opinion about a specific policy change. Do not be satisfied with mere analysis. In an op-ed article you need to offer recommendations. How exactly should UTEP encourage its students to recycle more or the Administration change its policy on Affirmative Action? You will need to do more than call for "more research!" or suggest that opposing parties work out their differences.

Showing is better than telling:

While you will need facts and research to build your argument, humans tend to remember colorful details better than dry facts. When writing an op-ed, therefore, it is a good idea to also include great examples that will bring your argument to life.

Use short sentences and paragraphs:

Look at some stories in the *News & Observer*, the *Herald-Sun* or a national newspaper, and count the number of words per sentence. You will probably find the sentences to be quite short.

You should use the same style, relying mainly on simple declarative (assertive) sentences. Cut long paragraphs into two or more shorter ones.

Do not be afraid of the personal voice:

You have been told NOT to use first-person voice in much of your academic writing up to this point. When it comes to op-eds, however, it is good to use the personal voice whenever possible. Now, having said that, use first-person if and when you feel it will add to your argument, i.e. you may want to provide a short story to illustrate a point, ask a question of your audience, etc. You should still be using third person when it applies.

Use the active voice:

For this genre, active voice is nearly always better than passive voice. It is easier to read, and it leaves no doubt about who is doing the hoping, recommending or other action.

> *Passive voice:* **It is hoped** that the current administration will change its policy on Affirmative Action.

> *Active voice:* **I hope** the current administration will change its policy on Affirmative Action.

Avoiding jargon:

You may find lots of technical information in your research, and with technical information comes lots of technical terminology. If a technical detail is not essential to your argument, do not use it. Or, if the detail is important, make sure your reader will be able to understand the terminology by rewording it for clarity or offering a definition/explanation. Simple language does not mean simple thinking; it means you are being considerate of readers who many not be able to understand the terminology.

NOTE: Remember you have a short time to get your message across in this assignment; you should not spend too much time defining terminology. Use your best judgment.

Make your ending a winner:

You are probably familiar with the importance of a strong opening paragraph, or "lead," that hooks readers. But when writing an op-ed, it is also important to summarize your argument in a strong final paragraph. One trick many columnists use is to conclude with a phrase or thought that they used in the opening, thereby closing the circle.

Relax and have fun:

This assignment allows for a lighter attitude, so take advantage. You still must effectively persuade your audience of your opinion on the policy change, but lighten up, have some fun and entertain the reader a bit.

Here is an organizational pattern you can follow:

Introduction: This section is important because you have got to get your readers hooked so they will continue reading your opinion piece.

- Begin with a strong lead that captivates your audience, ex. human interest story to pull your reader in.
- Include what you are advocating for; place your thesis/claim/argument/stance here.
- Include why your reader should care about your opinion.

Body: Incorporate your logos, pathos, and—most important for an opinion piece—ethos.

- Use appropriate material from your Literature Review/Primary Research Report and Documentary that will support your argument.
- Include interview material, statistics, graphs, and data that will make your opinion valid.
- Establish your credibility as a writer. Check your facts.

The order in which you will arrange your ideas will depend on the importance of each. Usually in an opinion piece, the most important ideas and information are placed early on. Then add the rest of the information that you think the reader may want to know.

Conclusion: You will need to reiterate your argument in a strong, final paragraph. Leave your reader with an impact statement, and use pathos to evoke one more emotion from them--the satisfaction they have read a well-argued opinion piece!

Because this is an online piece you will need to carefully choose your illustrations or other graphics that best represent your ideas. Also carefully consider the layout of the piece. What will both draw the reader's eye and make it easy for them to read?

Submitting a Rough Draft

Rather than submitted a rough draft of the online opinion piece to the committee, you will most likely be doing **peer reviews** of this assignment. Use the comments to improve your project.

Activity #4: Peer Review

Either in class or online, exchange your draft with one or two classmates. Use the following prompts to provide feedback.

1. Is the piece of the required length? If not, make suggestions for lengthening or shortening it.

2. Describe the policy change being advocated. If one is not being advocated, suggest two policy changes that deal with the piece's issue.

3. How can the writing quality of the piece be improved? Use specific examples from the piece.

4. Evaluate the use and citation of outside sources. Make suggestions for improvements.

5. Evaluate the design of the piece.

6. Make one more suggestion for improving the piece.
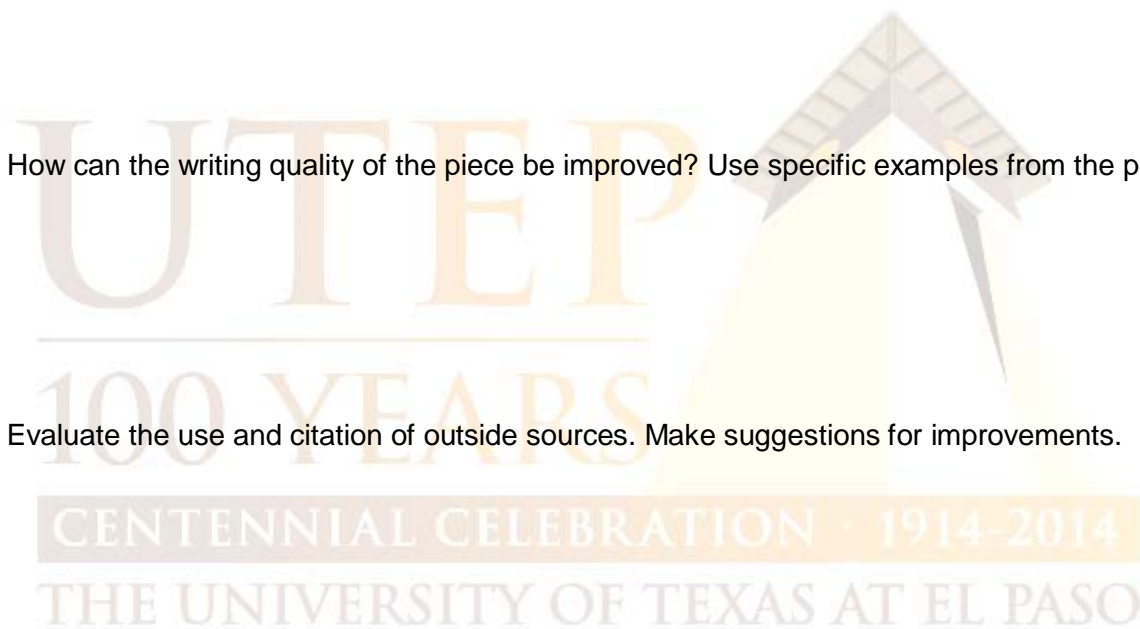
Activity #5: A Work Plan for Revising

Read through your draft while reviewing the comments from your peers. Also check the comments alongside the rubric. Then answer the following questions:

1. What comments do you agree with?

2. Are there any comments you do not agree with?

3. What are the three big things you will work on as you revise the draft?

If you feel that you would like additional feedback as you revise, you should see your instructor and/or visit the Writing Center.
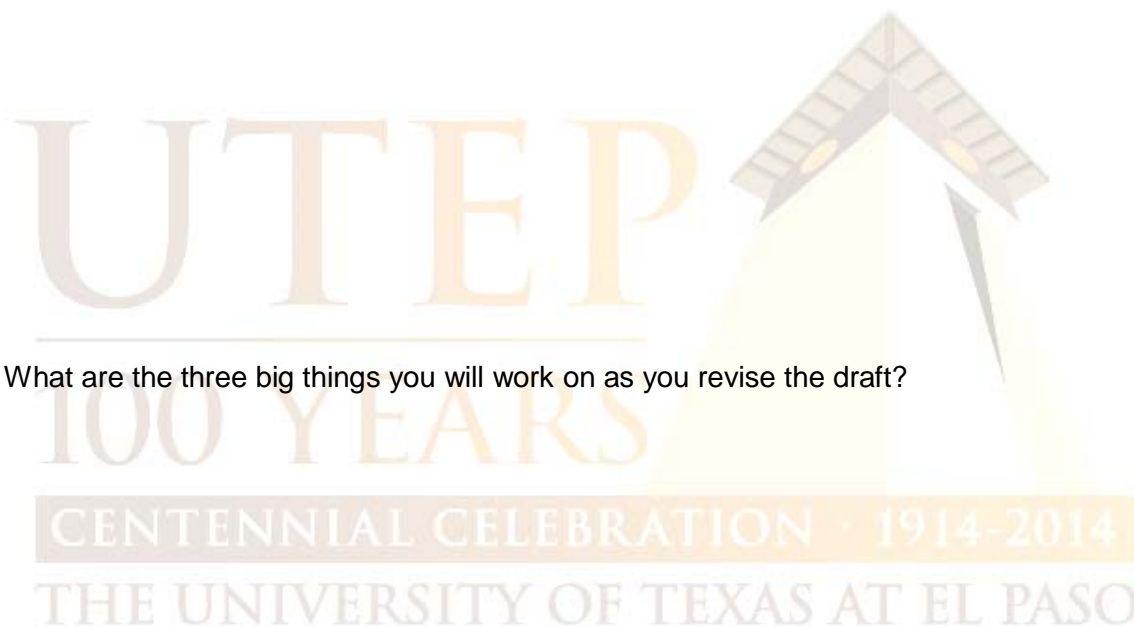
Quick Guide: Being Succinct

Because the Online Opinion Piece is a very short but powerful aspect of your Advocacy Website, it is a good idea to spend as much time as possible working on keeping your writing on task and succinct – saying what needs to be said in as few words as possible and relying on the power of the words you choose to make your case without too much explanation.

This assignment is helpful practice for those times when you will need to make your point quickly. When you are speaking to an employer, a prospective employer, an officer of the courts, a business client with little time, or a professor with whom you are conversing as she/he walks to the next class.

Richard Lanham describes what he calls the Paramedic Method for writing concisely:

1. Circle the prepositions (of, in, about, for, onto, into)
2. Draw a box around the "is" verb forms
3. Ask, "Where's the action?"
4. Change the "action" into a simple verb
5. Move the doer into the subject (Who's kicking whom)
6. Eliminate any unnecessary slow wind-ups
7. Eliminate any redundancies

After you have written the Online Opinion Piece but before you have designed it to fit a website, go back and revise it specifically with the intent of removing excess.
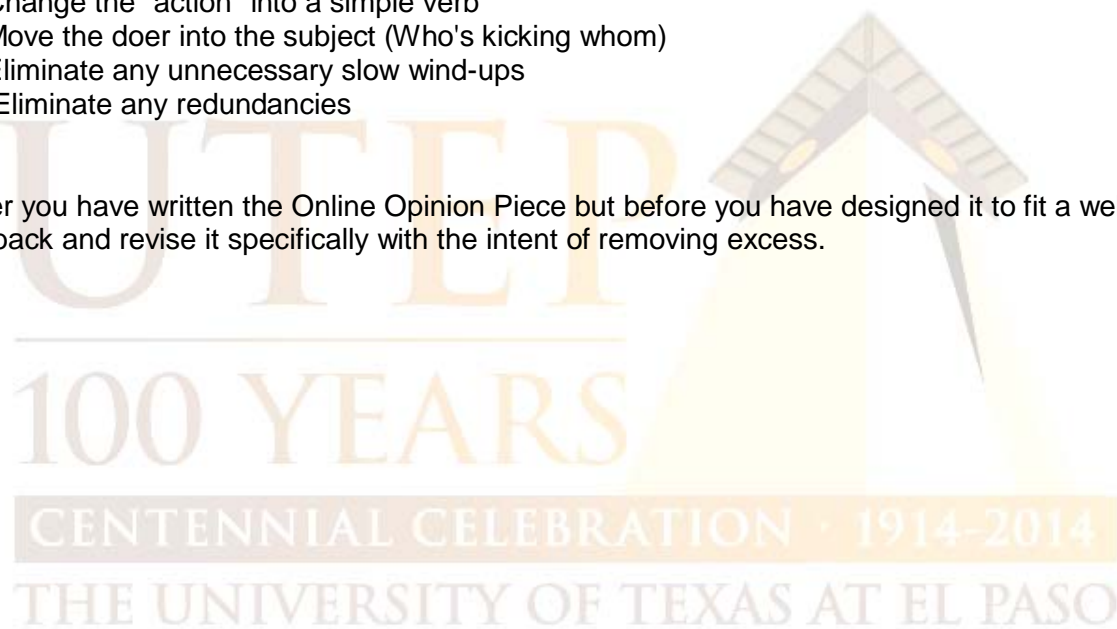
Activity #5: Using the Grading Rubric

Read the following online opinion sample. Use the **assessment rubric** found after the assignment sheet to assess the quality and then answer the questions that follow:

1. Based on the rubric, what grade did you give this sample of the Online Opinion Piece? If you could explain this grade in a sentence or two, what would you say to the writer?

2. Identify 3 specific things that this sample Online Opinion Piece did well.

3. Identify 3 specific things that this sample could have improved upon.

4. How will you use this sample and your assessment of it to help you with your op ed and its design?
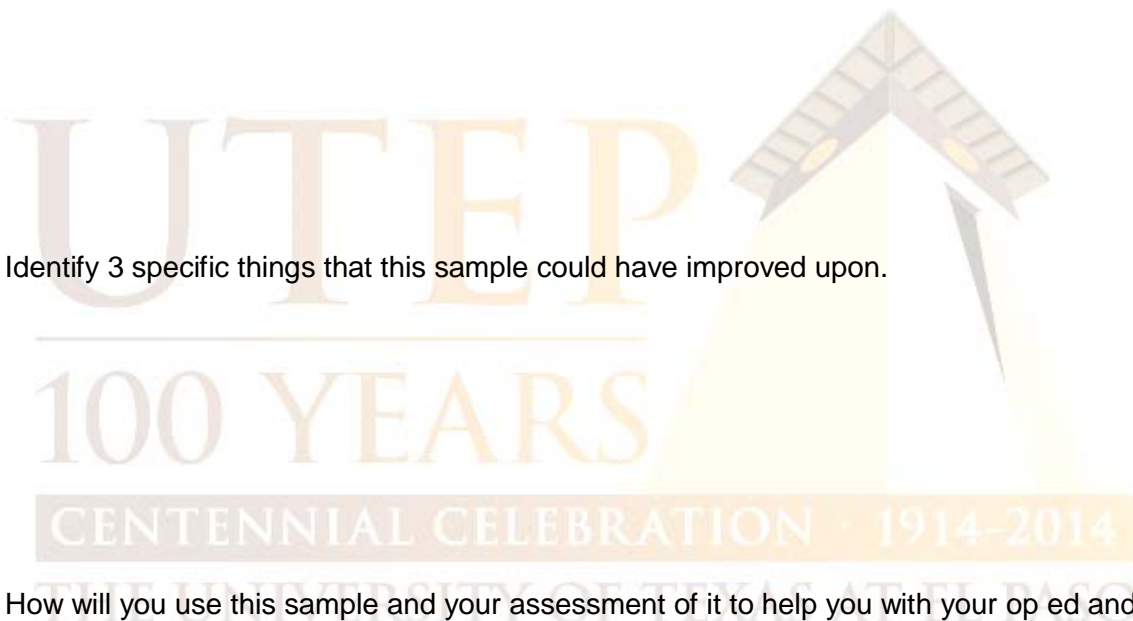
<u>Online Opinion Piece Sample #1</u>

America: UN-do the Job by Mason P. Livingston

Imagine another country telling the United States that your capitalistic economy is run un-ethically, or your border control policies violate human rights. Imagine this country invading with ground forces to fix these so called problems. In the past 60 years U.S. foreign policy has gradually evolved to resemble a

Indian peacekeepers with the UN mission in the Democratic Republic of the Congo.

"world police force" interjecting similar attitudes with force when necessary. The rationale for this is often prevention of terrorist strikes, protection of human rights, and economic interest. Isn't there already an organization created to do this?

The United Nations was created following a half century of global war when 51 nations signed the charter in 1946, including the United States. The UN's job is to be a world police force, "committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights;" not solely America's (The United Nations, 2013). In the past 13 years there has been two distinct times when the US chose to bypass and ignore the UN international law decision making process.

In 2002, the Bush Administration pushed the UN to hold Iraq accountable for UN weapons inspection violations. The UN refused to back military action, prompting President Bush to form his "collation of the willing" and invade Iraq in 2003. In the end, no Weapons of Mass Destruction (WMD) were ever found in Iraq. Here the UN showed the patience and sound judgment required for the international stage. The embarrassment from the Iraq War intelligence failures should have encouraged US policy makers to align its interest with UN interest.

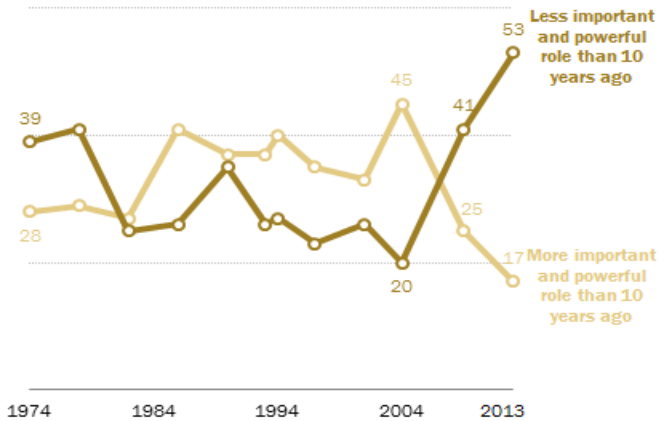Again in 2013, the Obama administration continued the post 9/11 "vendetta against the UN" by pushing for surgical airstrikes inside Syria to destroy chemical weapons (The Stanley Foundation, 2013). The UN Security Council, of which the US is a member, failed to pass a resolution allowing military action. President Obama then lobbied the US Congress for military action rather than diplomacy. Fortunately, the US Congress did not

Congresses' decision echoed the public's sentiment for less foreign wars and more domestic concerns.

Views of U.S. Global Power Fall to 40-Year Low

U.S. role today as world leader is ...

Less important and powerful role than 10 years ago: 39, 45, 41, 53

More important and powerful role than 10 years ago: 28, 25, 20, 17

1974   1984   1994   2004   2013

Source: America's Place in the World 2013. General public.
"About as important a role as world leader" responses not shown. 1974-1990 data from Chicago Council on Foreign Relations.

PEW RESEARCH CENTER

PEW's research has shown an American public less willing to support US foreign policy that acts like a nosey next door neighbor to the international community. Americans have also realized, and agree with the global perception, that the US role as a World leader has fallen to a 40 year low (Pew Research Center, 2013). My own research and survey of 10 registered voters in the El Paso area, mirrors the PEWs research. The majority of respondents, 55%, said, "Compared to 2008, US relations with foreign countries are worse," while only 44% said "they improved or remained the same." Maybe, it is time for the US to back off and let the UN do its job.

The US is the largest contributor to the UN, "giving 22 percent of the regular UN budget and 27 percent of the peacekeeping budget -- but receives a significant return on its investment since the UN advances many U.S. national interests" (Better World Campaign, 2013). If Americans are going to contribute this much financial aid to the UN, shouldn't American foreign policy allow the UN to accomplish their mission without circumventing their authority?

The UN Security Council debates Cuban missile crisis. New York, 25 October 1962, ww.un.org

A great display of restraint and patience occured 16-28 October, 1962 concerning "the very fate of mankind" (Ramcharan, 2011). The Cuban Missile Crisis was a defining point for the UN, America, and the Soviet Union, and

showed the World that diplomacy works. In particular, UN Secretary General U Thant is widely accredited with resolving and mediating the compromise that brought the world back from nuclear war (Ramcharan, 2011). After averting the crisis, both Kennedy and Khrushchev wrote a joint letter to Thant saying, "we desire to express to you our appreciation for your efforts in assisting our Governments to avert the serious threat to peace which arose in the Caribbean area" (Ramcharan, 2011). The modern US presidency must learn from and regain this diplomatic relationship with the UN and the World.

America is the last superpower in the world and a global leader militarily and economically. This position comes with great responsibility, and should contain some humility. American interest and UN interest are one in the same, but continued distrust will only further alienate America from the UN and the rest of the World.

References

Better World Campaign. (2013, December 5). *U.S. Funding for the UN*. Retrieved from

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Pew Research Center. (2013, December 3). *US Politics.* Retrieved from Pew Research

      Center for the People and the Press: public-sees-u-s-power-declining-as-support-

      for-global-engagement-slips

Ramcharan, B. G. (2011, June 1). Preventive Diplomacy at the United Nations. *UN Cronicle,*

      Vol. 48, No. 2, pp. 18-20.

The Stanley Foundation. (2013, December 5). *Rebuilding the US-UN Relationship*. Retrieved

      from The Stanley Foundation:

      http://vps.stanleyfoundation.org/initiatives/un21/challenges/rebuilding.php

The United Nations. (2013, December 5). *UN at a Glance*. Retrieved from United Nations:

      http://www.un.org/en/aboutun/index.shtml

Instructor: Melanie R. Salome

Online Opinion Piece: Sample #2

It's Old! So What, Who Cares?

By Marco Vega

No I'm not referring to your old torn up couch in the living room or that lucky pair of underwear you wear every other day to feel special. What I am referring to however is a very important historical landmark that needs your attention. The Plaza Theatre right in the heart of downtown El Paso, Texas!

Yes, we all know that area has seen better days and by today's standards is way behind in terms of modern innovation. But there is a diamond in the rough to be found and that jewel is the Plaza Theatre. Built in 1929, the Plaza was one of a kind. Its size, elaborate décor, and technical innovations made it stand out amongst any theater of its kind from Dallas to L.A. (theplazatheatre.org). The Plaza had it all. Intricately painted ceilings, mosaic-tiled floors, decorative metal railings, and for heightened effect, antique furnishings. If that doesn't make your jaw drop, I want you to close your eyes and try to picture the Spanish Colonial Revival Style architecture of the theater. If you're still reading or if you've simply cheated and looked right across the page, this then I take it that you didn't close your eyes to imagine the sheer sense of majesty the Plaza exemplifies. I tried to make things fun and use a little imagination but I see how it's going to be now. I'll just add a couple old photographs instead for your viewing pleasure. It's okay, take your time to gawk at the photographs I've so nicely dug up for you.

So why am I showing you old pictures of an old building that's probably too old for your grandmother to even remember what it was?

Your children's future is the answer.

The Plaza Theatre sits at the heart of historic downtown El Paso. It was one of the THE most technically advanced theater in the Southwest region, I mean just look at this state of the art production equipment!

But how does this have anything to do with your child's future you ask?

Well my friend, history is wonderful thing and it's proven greater when this history involves art. This theater is in itself a work of art and it holds the key to providing the community with a stage for other performing arts to enchant audiences of all ages.

I can read your thoughts and I bet this statement has crossed your mind by now; Why go there when I can go to the mall or a Cineplex for entertainment, I don't need this old place.

Malls and Cinemas were in fact what lead to the Plaza's poor attendance and inevitable closure.

But the El Paso Community in partnership with the City of El Paso, shared similar views of preserving this historical landmark for future generations as well as help rejuvenate a dying downtown (El Paso Community Foundation).

With renovations having been completed in 2006, the Plaza theatre reopened its doors to countless sold out performances. In which guests experienced the newly revitalized Plaza come back to life with a vengeance. Don't believe me? Take a look at the photographs of the new and improved Plaza Theatre.

Okay now you can pick your jaw up from the floor and thank me for providing you with enough visual stimulus to keep your attention for a little while longer.

Since its revitilization the Plaza has been hosting a wide array of events for people of all ages to entice them to come and experience a one of a kind sensation that only the Plaza can provide. Events like the El Paso Symphony Orchestra, big name Broadway shows, comedians, musicians, singers, classic films, and many others grace the Plaza's stage.

Not only does this help promote the creativity of the arts throughout the community but by supporting performing arts events like the Plaza this provides a great source of economic development within the City of El Paso. "The cultural arts—a key component of the creative sector—contribute significantly to local economies. The cultural arts bolster existing businesses

and propel recruitment, retention and expansion of big and small businesses." (Texas Cultural Trust).

But it is up to you, to make the chioce and support these events in order to help maintain the Plaza Theatre's integrity for your children and grandchildren. Help keep one of El Paso's greatest landmarks for future generations.

Let this be our legacy from one generation to the next!

References

Plaza Theatre. (2011). *The Plaza Theatre El Paso Texas.* Retrieved from

http://theplazatheatre.org/

Texas Cultural Trust. (N/A). *El Paso's cultural treasures bring treasure trove of economic*

activity. Retrieved from http://txculturaltrust.org/programs/economic-development/el-

paso/

The El Paso Community Foundation (2011). *Plaza classic film festival.* Retrieved from

http://plazaclassic.com/about.php?css=1

Activity #6: Self-Evaluation

Now that you have submitted your final draft of the Online Opinion Piece and received your score, take a few moments to answer the following questions:

1. What score did you receive for this assignment?

2. What do you feel you did especially well on the assignment?

3. What could you have improved on?

Publish: Add the Opinion Piece to your Advocacy Website

The Advocacy Website requires a page that features the Online Opinion Piece. This should be the strongest advocacy for your topic.

With the Genre Analysis and Literature Review/Research Report you had to re-think the design as you moved it from a textual project to a digital one. If you have done a good job of designing your Opinion Piece for an online audience, you shouldn't have to do much more. You may, however, want to review your rubric comments and make some revisions before you upload it to the website. Be sure that your Online Opinion Piece will open within the Advocacy Website by clicking on its menu tab. Points are deducted when web pages open like attachments.

Additionally, your instructor may want to provide feedback so be prepared to publish it or provide your instructor with access.

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GLOSSARY

This glossary is intended to provide a brief and accessible understanding of the following terms commonly associated with writing in the Undergraduate Rhetoric and Writing Studies courses of the UTEP English Department. It is neither designed to offer exhaustive definitions nor does it present the terms in all of their various forms or parts of speech.

Absolutes   Extreme, unrealistic, unsubstantiated statements or beliefs (often characterized by terms like "never," "always").   Ex: I *always* do the right thing. Also, unconfirmed or unproven concepts such as absolute truths.

Advocacy   Active support for an idea or cause.

Alignment   One of the principles of design. Alignment deals with how to align elements on the page. In general, it is a good idea to line up like elements on the page, either vertically or horizontally.

Analogy   Two different things are compared with one another because of some similar aspect or dynamic they both possess.

Analysis   Determining or defining all of constituents of any construct or process.

Annotations   Summarizing or explanatory notes. Highlighting, underlining, and writing marginal notes while reading are also annotations.

Argument   Information, statements, disagreements articulated by rhetors.

Arrangement   See *Rhetorical Canons.*

Audience   The recipient of or co-participant in discourse; one of the elements of the *Rhetorical Situation.*

Balance   One of the principles of design. Balance occurs when images and text are distributed so that each has equal weight. It also has to do with spreading out the page's content so each part of the page seems to have equal weight.

Brainstorming   The uninhibited process of creating and/or discovering ideas; an activity or method of invention.

Citation   A bibliographic reference that includes the author's name, date, title, place of publication, and web address (if appropriate). Can be in-text or in a reference page. The formatting of a citation is dependent upon the system used. Undergraduate Writing uses the APA citation system.

Writing   A textual, visual, and/or sound/musical artifact produced by a writer, designer, photographer, artist, musician, etc., in any medium.

Convince   The strategic use of language (rhetoric) to create agreement.

Consistency   One of the principles of design. Uniformity or resemblance between similar items or elements. Ex: All headings are designed with same font/size throughout an artifact.

Constraints   Limitations or restrictions; parameters.

Contrast   One of the principles of design. Contrast occurs when elements of a design are markedly different from one another. For instance, if a page uses a different font style or size for headings than it does for body text.

Conventions	The traditional, commonly understood, unspoken, or official guidelines or rules of communication or behavior in discourse communities
Counterargument	The response and opposing view of another's argument.
Delivery	See *Rhetorical Canons*.
Design	The formatting, appearance and visual illustration of an artifact.
Discourse	The language used in particular situations, often academic , formal, or business situated communication.
Discourse Community	A social group that communicates, in part, using written texts but also shares common goals, values, writing standards, specialized vocabulary, and specialized genres.
Editing	The last stage of writing wherein grammatical, punctuation, and spelling errors are corrected and compliance with discourse conventions is verified.
Ethos	See *Rhetorical Appeals*.
Freewriting	Writing down a free-flowing stream of thought, uninhibited and without concern for editing or organization; a form or process of invention.
Genres	Different kinds or categories of writing, writing, or production.
Grouping	One of the principles of design. Grouping deals with keeping sets of like items together on the page.
Hyperbole	Over-exaggerated statements meant to be taken literally as opposed to figuratively. Ex: *My friend doesn't do anything all day but watch T.V.*
Invention	See *Rhetorical Canons.*
Irony	Something expressed representing its opposite.
Jargon	Language specific to a discourse community.
Logical Fallacies	Right sounding reasoning that is actually faulty or unsound (intentionally or unintentionally).
Logos	See *Rhetorical Appeals*.
Map	An artifact containing both textual and visual content that conveys specific information.
Media	The plural form of medium.
Medium	The singular way in which communication is delivered or conveyed. Words, books, journals, video, film, digital technology, T.V., radio, canvas: Each of these are examples of a medium.
Memory	See *Rhetorical Canons*.
Metaphor	A word or thing is used to represent another.
Multimodal	Communicating through more than one mode or means (e.g., visual, audio, tactile, etc.).
Paraphrase	Restating the words or text of another speaker or writer.
Pathos	See *Rhetorical Appeals*.

Persuade	The strategic use of language (rhetoric) to successfully influence others into a particular or desired action.
Plagiarism	Academic dishonesty; quoting, paraphrasing, or copying another's words or work without crediting or citing the original source.
Primary Research	Surveys, observations, interviews, or other completed data collection used to answer research questions.
Proofreading	See *Editing*.
Quote	The verbatim or word-for-word portion of someone else's words and/or writing.
Quotation	The verbatim or word-for-word portion of someone else's words and/or writing set off by quotation marks.
Rebuttal	An argumentative response in opposition to another point or argument.
Redundant	Needless repetition.
Refutation	An effective rebuttal of a counterargument; a response that overcomes or suppresses a counterargument; the anticipated response to a counterargument by a rhetor.
Revision	The process of reviewing and reconstructing content and arrangement.
Rhetor/Rhetorician	Anyone who uses language purposefully or strategically in order to create meaning, an argument, or to convey information.
Rhetoric	The strategic use of the various modes of language (spoken, written, body, visual, etc.) to create meaning and/or argument.
Rhetorical Appeals	Logos, Pathos, and Ethos: *Logos*—logical argument, reasoning, evidence, the structure of a subject or argument; *Pathos*—emotions or passions, the values of an audience; *Ethos*—authority, credibility, reputation, and the values of the rhetor.
Rhetorical Canons	Arrangement; Delivery; Memory; Invention; Style. *Arrangement*—the organization of an artifact, often determined by the genre; *Delivery*—the manner of speaking or writing; *Memory*—retaining or recalling; *Invention*—the process of generating ideas for composing; *Style*—the manner or tone of presentation
Rhetorical Situation	The context of or circumstances surrounding of discourse made up of at least one rhetor, an issue, and an audience.
Rubric	A set of criteria used for evaluation.
Secondary Research	Information acquired from articles, books, or websites to answer research questions.
Simile	Comparing two different things for purposes of their likeness.
Summary	A concise description of the main points or arguments that a text makes.
Style	See *Rhetorical Canons*.
Syllogism	Deductive reasoning or logic.
Synthesis	Meaningfully or sensibly combining separate or different elements into a unified whole.

Theory   Reasonable or logically connected notions that have testable practical applications.

Thesis Statement   The often articulated (can be inferred) main and unifying point of what is being written or spoken.

Topic Sentence   Usually the first sentence of a paragraph; the topic sentence indicates the point and content of the entire paragraph.

Tone   The attitude or emotional state conveyed in a written text or image.

Visual Rhetoric   The use of visual imagery to argue or create meaning.

Voice   The quality of writing that reflects academic, business, casual, etc., active, passive discourse. In the Undergraduate Writing program at UTEP, students generally use the academic, third person voice.