

## English 015: Rhetoric and Composition

### Spring 2020, MWF

#### Course Goals

English 015 is an intensive, rhetorically based experience in reading and composing that will prepare you both to understand the communications that surround you and to succeed in your own communication efforts both inside and outside the university. In this course, we will focus specifically on analyzing verbal and visual texts (our reading) as well as on producing such texts (our writing)—always in terms of transferrable rhetorical principles.

Even if the term *rhetoric* isn't familiar to you, you bring a good deal of rhetorical skill to this class: you already know how to gauge the way you perceive and produce language according to the speaker, the rhetorical audience, and the purpose. You may not always gauge perfectly, your perception may not always be accurate, and your production may not always be successful—but you still often try to interpret and choose language that is appropriate to the rhetorical situation. When you do not succeed, you often try again.

The goal of English 015, then, is to help you build on what you already know how to do as you become a more confident reader and writer. You will become more attuned to your goals as a writer, more aware of the ongoing conversation surrounding the topic, and more resourceful in terms of the appropriate delivery of your information, the rhetorical appeals at your disposal, and the needs and expectations of your rhetorical audience, whether in your other courses, your personal life, or your professional life. In other words, we hope you'll come to write with skill, conviction, sophistication, and grace—if not immediately, then soon. In the process, you'll learn how to read more critically as well.

#### Required and Recommended Texts

1. *The New Harbrace Guide: Genres for Composing* by Cheryl Glenn, 3rd edition, with MindTap bundle (*required*)

ISBN-13: 978-1305956780

You must obtain the **third** edition.

If you use Cengage Unlimited, the MindTap course key is: MTPQNF8N17CP.

2. *Penn Statements*, 2020 edition (*required*)

You must obtain the **2020** edition. Previous editions are outdated and therefore invalid.

3. The Penn State Library Guide for English 15, found at [guides.libraries.psu.edu/UPEngl015](http://guides.libraries.psu.edu/UPEngl015) (recommended for research)

### Requirements

To pass this course you must complete all the major assignments (and all the steps in those assignments), submit all process work, fulfill all the weekly reading and writing assignments, and submit assignments on time. You are expected to attend all class meetings and to participate in draft workshops, in-class exercises, and classroom discussions. All proposals, drafts, peer review work, papers, and revisions must be handed in on time; failing to turn in a proposal on time or appearing at a draft workshop without a draft is equivalent to turning in an assignment late (i.e., normally a penalty of one grade per late day). Final drafts of an assignment will *not* be accepted until a written proposal has been approved *and* a draft has been completed and peer reviewed. Your instructor will keep a grade book rather than post grades on Canvas, so be sure to keep all your graded assignments until the end of the semester.

### Grading

<b><i>GRADED WORK</i></b>	<b><i>PERCENTAGE</i></b>
<b>Assignment 1: Rhetorical Analysis</b>	10%
<b>Assignment 2: Evaluation Argument</b>	10%
<b>Assignment 3: Productive Counterargument</b>	15%
<b>Assignment 4: Proposal Argument</b>	20%
<b>Eportfolio</b>	15%
<b>Intellectual Engagement</b>	30%

All course assignments will be graded using the specific grading criteria established in the attached assignment sheets and the general **Program in Writing and Rhetoric Grading Standards** found at <http://pwr.la.psu.edu/about/grading-standards> and on pages 8-9 of *Penn Statements*.

### Paper Format

Choosing a format is a rhetorical decision—it's all about delivery. So keep in mind that your papers should typically be submitted in 12-point, Times New Roman (TNR) font, double-spaced,

with one-inch margins. Place your name, English 015, the date, and the instructor's name in the upper left-hand corner of the first page. Number all of the pages in the upper right-hand corner. For paper copies, you should fasten the pages with a paper clip or staple and place the paper in a folder along with earlier drafts and peer review activities. For electronic copies, you should ensure the file is in a format your instructor can open, labeled with your name. Always double-check that your submitted file successfully uploaded. Your instructor may have additional instructions, and requirements may change depending on your composition medium. Always check with your instructor well in advance of an assignment deadline if you are unsure.

### **Participation and Attendance**

Participation includes being attentive during class, completing in-class writing and group work, and contributing to discussions. Your success and the success of this course depend on your active participation; therefore, your regular attendance is required. Excused absences are certainly appropriate, and you should communicate with your instructor about your absences as much as possible. Be aware, though, that University policy (*Policies and Rules*, 42-27) states that students whose absences are excessive “may run the risk of receiving a lower grade or a failing grade,” regardless of their performance in the class. *You run such a risk if you exceed three unexcused absences in this course.* If you miss a class, it is your responsibility to get the assignments, class notes, and course changes from a classmate. In addition, if you miss class on a day that written work is due, it is your responsibility to make arrangements to submit that work to your instructor. In-class work cannot be made up.

### **Writing Conferences**

Plan to have *at least* two conferences with your instructor this semester to discuss your written work (at any stage of the process) and your progress in the course. At least one of these meetings *must* take place in the first four weeks of the term. In addition, you can benefit from taking your ideas and your written work to **Penn State Learning** for writing support (220 Boucke, 814-863-3240), where trained peer tutors will consult with writers about any piece of writing at any stage of the writing process, from rough idea to final draft. For more information, use the following URL: [pennstatelearning.psu.edu](http://pennstatelearning.psu.edu).

### **Submissions to *Penn Statements***

The editors of *Penn Statements* encourage students to submit essays and other projects for possible publication in this student journal. Submissions are accepted on a rolling basis and can be submitted electronically in two ways.

1. Navigate to [pwr.psu.edu/penn-statements](http://pwr.psu.edu/penn-statements) and follow the instructions there to submit your project online.
2. Email your project to [pennstatementseditor@gmail.com](mailto:pennstatementseditor@gmail.com). Please include the title of the essay, the assignment it satisfied, and a release statement along these lines: “I, <name>,”

give permission to *Penn Statements* to publish my <genre of assignment,> ‘<assignment title>.’” Make sure to attach your document to the email.

### **Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

### **Standards of Classroom Behavior**

Classroom behavior should always reflect the essential Penn State values of civility, integrity, and respect for the dignity and rights of others. As such, the classroom space should be safe, orderly, and positive—free from disruptions, disorderly conduct, and harassment as defined in the University Code of Conduct (<https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>). The University Code of Conduct defines disruption “as an action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs, or prevents the operation of the University or infringes on the rights of others to freely participate in its programs and services;” disorderly conduct includes but is not limited to “creating unreasonable noise; pushing and shoving; creating a physically hazardous or physically offensive condition;” and harassment may include “directing physical or verbal conduct at an individual...; subjecting a person or group of persons to unwanted physical contact or threat of such; or engaging in a course of conduct, including following the person without proper authority (e.g., stalking), under circumstances which would cause a reasonable person to fear for his or her safety or the safety of others or to suffer emotional distress” (Section IV, B). The course instructor has the authority to request that any disruptive students leave the class for the class period. If disruptive behavior continues in subsequent class periods, a complaint may be filed with the Office of Student Conduct, which may result in the student being dismissed from class until University procedures have been completed. Any student with concerns or questions as to this policy should contact the Director of the Program in Writing and Rhetoric.

### **Accessibility: Disability Accommodation**

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources Web site provides contact information for every Penn State campus ([equity.psu.edu/student-disability-resources/disability-coordinator](http://equity.psu.edu/student-disability-resources/disability-coordinator)). For further information, please visit the Student Disability Resources website at [equity.psu.edu/sdr](http://equity.psu.edu/sdr).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation ([equity.psu.edu/student-disability-resources/applying-for-services](http://equity.psu.edu/student-disability-resources/applying-for-services)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please go through the process and share this letter with your instructors and discuss the accommodations with them *as early as possible* each and every term, in each and every course that you request accommodations.

### **Counseling and Psychological Services**

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

### **Education Equity: Bias Reporting**

Penn State takes great pride in fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage (<http://equity.psu.edu/reportbias/>).

## Course Schedule

Key: *PS*—Penn Statements, *NHG*—The New Harbrace Guide to Writing

### Week 1

Date	Day	Topic	Reading Due	Writing Due
1/13	M	Course Introduction		
1/15	W	Rhetorical Situation: Why Write?	<i>NHG</i> Ch. 1 (Understanding the Rhetorical Situation: 3-17) <i>PS</i> (Preface to Students & Instructors: 6-7)	
1/17	F	Responding to the Rhetorical Situation	<i>NHG</i> Ch. 2 (Responding to the Rhetorical Situation: 18-34) Read Assignment 1: Rhetorical Analysis, Syllabus p. 16	

### Week 2

Date	Day	Topic	Reading Due	Writing Due
1/20	M	<i>Martin Luther King Jr. Day: No Classes</i>		
1/22	W	Analyzing a Fitting Response	Martin Luther King, Jr., "Letter from Birmingham Jail" (Canvas)	
1/24	F	Analyzing Multimedia Arguments	<i>NHG</i> Ch. 4 (Rhetorical Success in a Digital World: 51-74)	

### Week 3

Date	Day	Topic	Reading Due	Writing Due
1/27	M	Proposal Workshop	Read Intellectual Engagement Description, Syllabus p. 13	Proposal: Rhetorical Analysis

1/29	W	Creating an Eportfolio Media Commons Day	Read Eportfolio Description, Syllabus p. 15
1/31	F	Introduction to the Writing Process: Drafting a Rhetorical Analysis	<i>NHG</i> Ch. 13 (From Tentative Idea to Finished Project: 238-249)

#### Week 4

Date	Day	Topic	Reading Due	Writing Due
2/3	M	Understanding the Grading Criteria with Sample Essays	<i>PS</i> (Grading Standards: 8-9; Rhetorical Analysis: 12-22)	
2/5	W	Peer Review Workshop	<i>NHG</i> Ch. 13 (From Tentative Idea to Finished Project: 250-261)	Rough Draft: Rhetorical Analysis
2/7	F	Responding to Reviews and Mini Style Lesson	Punctuation, Mechanics, and Rhetorical Effects: 612-618 (Canvas)	Bring draft and peer review feedback

#### Week 5

Date	Day	Topic	Reading Due	Writing Due
2/10	M	Introduction to the Evaluation Argument	<i>NHG</i> Ch. 10 (Evaluations: 174-90) Read Assignment 2: Evaluation Argument, Syllabus p. 18	Final Draft: Rhetorical Analysis
2/12	W	Analyzing Evaluations	<i>NHG</i> Food and Culture (407-12) & "Millennials: The Me Me Me Generation (418-19)	

<b>2/14</b>	F	Research in the Rhetorical Situation	<i>NHG</i> Ch. 15 (Thinking Rhetorically About Research: 279-91)
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**Week 6**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
<b>2/17</b>	M	Proposal Workshop Research: Finding Sources	<i>NHG</i> Ch. 16 (Identifying Sources: 292-304)	Proposal for Evaluation: Bring to class
<b>2/19</b>	W	Research: Evaluating Sources	<i>NHG</i> Ch. 17 (Evaluating Sources: 311-21)	
<b>2/21</b>	F	Evaluating Sample Evaluation Arguments	<i>PS</i> (Evaluation Arguments: 122-136)	

**Week 7**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
<b>2/24</b>	M	Research: Citing Sources	<i>NHG</i> Ch. 18 (Synthesizing Sources: Summary, Paraphrase, and Quotation: 322-37)	Bring two pages of paper with cited research
<b>2/26</b>	W	Peer Review Workshop	Revisit <i>NHG</i> Ch. 13 (From Tentative Idea to Finished Project: 250-52) and Ch. 10 (Evaluations: 174-90)	Rough Draft of Evaluation: Bring to Class
<b>2/28</b>	F	Introduction to Productive Counterargument	<i>NHG</i> Ch. 8 (Position Arguments: 132-156) <i>PS</i> (Introduction to Argument Essays: 44-46) Read Assignment 3: Productive Counterargument, Syllabus p. 19	Final Draft: Evaluation Argument

**Week 8**

Date	Day	Topic	Reading Due	Writing Due
3/2	M	Argument as a Fitting Response	Productive Counterargument Readings (Canvas)	
3/4	W	Evaluating Productive Counterarguments and Mini Style Lesson	<i>PS</i> (Productive Counterargument: 59-69) Word Classes and Rhetorical Effects: 546-547 (Canvas)	
3/6	F	Researching an Issue from Multiple Sides	<i>NHG</i> Ch. 15 (Thinking Rhetorically about Research: 279-291 Credo Module: "Choosing and Using Keywords")	Proposal: Productive Counterargument

**March 9th-13th: SPRING BREAK—NO CLASSES**

**Week 9**

Date	Day	Topic	Reading Due	Writing Due
3/16	M	Doing Research and Using the Library	<i>NHG</i> Ch. 16 (Identifying Sources: 292-304) Credo Module: "Choosing Databases" (Canvas)	
3/18	W	Using Sources Responsibly	<i>NHG</i> Ch. 17 (Evaluating Sources: 311-322)	
3/20	F	Integrating Source Material and Academic Citation	<i>NHG</i> Ch. 18 (Synthesizing Sources: Summary, Paraphrase, and Quotation: 322-335) and Ch. 19 (Acknowledging Sources in MLA Style: 338-375)	Bring two pages of essay with cited research

**Week 10**

Date	Day	Topic	Reading Due	Writing Due
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3/23	M	Peer Review Workshop	Revisit <i>NHG</i> Ch. 13 (From Tentative Idea to Finished Project: 250-252)	Rough Draft: Productive Counterargument
3/25	W	Introduction to the Proposal Argument	<i>NHG</i> Ch. 9 (Proposals: 156-173) Read Assignment 4: Proposal Argument, Syllabus p. 20	Final Draft: Productive Counterargument
3/27	F	Defining the Problem	Proposal Argument Readings (Canvas)	

### Week 11

Date	Day	Topic	Reading Due	Writing Due
3/30	M	Matching Solution to Problem	<i>PS</i> (Proposal Argument: 47-50)	
4/1	W	Annotated Bibliographies; Mini Style Lesson	<i>PS</i> (Annotated Bibliography: 86-94) Sentence Structure and Rhetorical Effects: 562-564 (Canvas)	
4/3	F	Practice Refining a Proposal	<i>NHG</i> “From Manspreading to Mansplaining” 444-447 & “STEM vs. STEAM” 475-478	Proposal: Proposal Argument

### Week 12

Date	Day	Topic	Reading Due	Writing Due
4/6	M	Establishing Feasibility		
4/8	W	Researching and Addressing Acceptability; Mini Style Lesson	Editing for Clarity and Style (Canvas)	
4/10	F	Analyzing Example Proposals	<i>PS</i> (Proposal Argument: 51-58)	

**Week 13**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/13	M	Peer Review Workshop	Revisit <i>NHG</i> Ch. 13 (From Tentative Idea to Finished Project 250-252)	Rough Draft: Proposal Argument
4/15	W	Introduction to Eportfolio Design	Revisit Eportfolio Description, Syllabus p. 15	Final Draft: Proposal Argument
4/17	F	Thinking Rhetorically about Web Design	Revisit <i>NHG</i> Ch. 4 (Rhetorical Success in a Digital World 51-74)	

**Week 14**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/20	M	Crafting a Professional Persona through an Eportfolio	LinkedIn Learning Portfolio Video Selections (Canvas)	
4/22	W	Analyzing Example Eportfolios	Example Eportfolios (Canvas)	
4/24	F	Peer Review Workshop		Bring in a link to your eportfolio

**Week 15**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/27	M	Reflective Writing		
4/29	W	Peer Review Workshop		Rough Draft: Final Reflection

5/1	F	Course Wrap-Up	Eportfolio
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**Finals Week**

Date	Day	Writing Due
5/3	Sun	<i>Please consider completing the course SRTE <u>before</u> 11:59 p.m., Sunday, 5/3. There are no class meetings or exams during Finals Week.</i> SRTEs (online)

## Intellectual Engagement

To succeed in this course, it is important that you persistently commit to your growth as a reader, writer, thinker, and colleague, both within and outside of our classroom; this commitment to growth is called your *intellectual engagement*. Intellectually engaged students are those who demonstrate the following attributes and meet the following expectations:

*As readers, intellectually engaged students . . .*

- Read all of the assigned texts thoroughly and thoughtfully and
- Take notes while completing assigned readings, recording any unfamiliar concepts, insightful thoughts, and/or questions they would like to bring up during class.

*As writers, intellectually engaged students . . .*

- Welcome feedback from their instructor and peers,
- Revise their work substantially during each major assignment,
- Complete all in-class and out-of-class writing assignments diligently that accompany and/or bolster the major assignments of the course, and
- Reflect willingly and authentically on their work throughout the semester.

*As thinkers, intellectually engaged students . . .*

- Engage in rhetorical reading, seeking not only to understand the texts assigned, but to analyze and synthesize the ideas therein,
- Approach each class meeting with a desire to share their own insights and questions,
- Take diligent notes during class lectures and discussions, always ready to learn from their instructor and peers, and
- Push themselves to consider new ideas, take on challenging topics, and ask for help along the way.

*As colleagues, intellectually engaged students . . .*

- Attend class regularly and do not exceed one week of excused/permitted absences (2 classes for TR, 3 for MWF),
- Take responsibility for the success and productivity of each class session, understanding that they are an integral part of the overall learning environment and must enthusiastically participate in conversation by listening, engaging, and sometimes challenging the ideas being discussed,
- Seek to work with and grow alongside their peers during class discussions, structured writing review sessions, and all digital and face-to-face engagements during and outside of class,
- Refrain from any activities that might distract themselves or their peers during class meetings, and
- Adopt dispositions of open-mindedness, respect, and generosity during all interactions with their instructor and peers.

At the end of each unit, you will submit all of your class-related writing as a partial record of your intellectual engagement. This writing may include any or all of the following: your reading notes, in-class writing activities (i.e., brainstorming exercises, quizzes, reflections), and out-of-class writing activities (i.e., short responses). You should keep all of this writing in one place in a medium of your instructor's choosing: a digital file, a physical notebook, or a canvas discussion thread. Be sure to label clearly each new entry with a date and title. At the end of each unit, your

instructor will collect and review the written components of your intellectual engagement and reflect upon all of the other non-writing related attributes and expectations described above. Then, your instructor will let you know how you are doing and offer suggestions that will help you improve upon your intellectual engagement during the upcoming unit.

At the end of the semester, your instructor will reflect upon and assess your overall intellectual engagement throughout the course. At that point, you will earn a final letter grade, worth 30% of your course grade, according to the following standards:

**A (Excellent):** The student has demonstrated consistent intellectual engagement throughout all units of this course by displaying all of the attributes and achieving all of the expectations described above.

**B (Good):** The student has demonstrated steady, but sometimes fluctuating intellectual engagement. The student may have started off the semester lacking many of the attributes described above but then accomplished significant growth after the first unit. Or the student may have excelled in many areas of intellectual engagement while consistently lacking in a few. Or the student may have demonstrated excellent intellectual engagement while present, but was absent for more than one week of class without adequate reason or communication with the instructor.

**C (Satisfactory):** The student has demonstrated merely satisfactory intellectual engagement throughout the semester. The student may have been consistently lacking in several of the attributes described above and/or the student may have been absent for an excessive number of class meetings.

**D (Poor):** The student has not demonstrated satisfactory intellectual engagement. The student was significantly lacking in most of the attributes described above and/or was physically absent for an excessive number of class meetings.

**F (Failure):** The student was not intellectually engaged or physically present this semester, failing to achieve the attributes described above.

## Eportfolio

Your semester-long project is a digital portfolio: a compilation of the work you've done throughout the semester, comprising samples of your formal and informal writing, along with reflections on that work. Eportfolios allow you to expand your online audiences beyond your instructor and classmates, including potential employers. Eportfolios use the resources of web pages, including the principles of design (contrast, repetition, alignment, and proximity), organization, and navigation to showcase your work and establish your professional identity.

For your final course assignment (worth 15% of your course grade), you will design an eportfolio using Adobe Portfolio or Spark (or a website creation tool like sites.psu.edu, Wix, Weebly, etc). Your eportfolio will include a brief personal bio page introducing you to your potential audiences (in 100-200 words), your *final* submissions for each of the major writing assignments, along with selections from your in-class writings and an outside artifact (a writing or media composition you have composed this semester either for another class or for a non-academic purpose). In addition to these in-class and out-of-class final projects, you will include a final reflection, which serves to unify your portfolio. For example, in your final reflection, you might make connections among the artifacts you include in your eportfolio and discuss both your challenges and successes as a writer this semester.

You will have assistance with creating your eportfolio in a Media Commons workshop on Adobe Portfolio and Spark early in the semester and will upload final submissions and additional in-class writings throughout the semester. The last unit of the course will focus on designing an eportfolio rhetorically, including the principles of design, organization, and navigation.

Your final eportfolio should include

1. Personal bio page
2. Rhetorical analysis final submission
3. Evaluation final submission
4. Productive counterargument final submission
5. Proposal argument final submission
6. Three additional writing selections (these can be journals, pre-writing, in-class assignments, revision plans, etc.)
7. Outside artifact (a piece of writing or multimedia composition from another course or from a nonacademic context)
8. Final reflection

Your eportfolio will be assessed according to the following standards:

**A (Excellent):** The eportfolio includes all the required elements in the right order. You have fully engaged with the resources of the eportfolio genre, showing a clear understanding of how design, navigation, and organization can be used rhetorically to address your rhetorical audience. Your reflection not only considers your progress throughout the course and draws connections among the artifacts in the eportfolio but you also demonstrate an understanding of the transferability of the course content to other courses.

**B (Good):** The eportfolio includes all the required elements. Although you have thoughtfully engaged with the resources of the eportfolio genre, you don't explicitly demonstrate your understanding of how design, navigation, and organization can be used rhetorically to address the rhetorical audience. Your thoughtful and sustained reflection considers your progress in the course and draws connections among the artifacts in the eportfolio, but your reflection is not fully developed in ways that demonstrate your awareness of transferability of the course content.

**C (Satisfactory):** The eportfolio includes all the required elements. You have made an effort to engage with the resources of the eportfolio genre (i.e., elements of design, navigation, and organization.) You attempt to identify and address an intended rhetorical audience interested in your work. Your reflection considers your progress throughout the course and attempts to draw connections among the artifacts in the eportfolio, but the reflection itself is superficial or obvious.

**D (Poor):** The eportfolio falls short of all the required elements in one or more of the following ways: (1) it lacks at least one of the required elements; (2) it fails to show a rhetorical awareness of design, navigation, and organization; (3) there is no clear rhetorical audience for the eportfolio; and/or (4) the final reflection lacks depth of thought or sustained attention to connecting the artifacts in the portfolio and your progress in the course.

**F (Failure):** The eportfolio is incomplete and lacks most of the required elements.

## **Assignment 1: Rhetorical Analysis**

Proposal Due: January 27

Rough Draft Due: February 5

Final Draft Due: February 10

**Prompt:** A rhetorical analysis evaluates how a rhetor attempts to reach, maybe even influence, an audience. Locate an interesting visual/oral/verbal text and analyze it according to the way the text uses rhetorical effects and strategies to make its argument. Use specific textual evidence to establish an argument (i.e., thesis) about how the text “works.” Your role is that of a critic, providing an audience of your peers a way of understanding the measure of persuasive effect by analyzing the rhetorical situation.

**Process:** As part of your *proposal*, submit a copy of your text for your instructor’s review and explain what makes this text an interesting subject for rhetorical analysis.

As you are *drafting*, consider carefully the organization and coherence of your piece. Your introduction should identify the text, the rhetor, the audience, and the message, along with any relevant background information. You should include a thesis statement that states whether the text constitutes a fitting response and why. The body of the essay should address how effectively the text appeals to its intended audience. Each paragraph should include a topic sentence addressing one of the available means of persuasion: the rhetorical appeals (ethos, pathos, logos), multimedia elements of the text (if applicable), or genre. Refer to specific moments in the text (using quotes and other concrete details) as evidence of how the rhetor uses rhetorical strategies. Remember that your job is not to summarize the text for your readers. Your job is to evaluate the text by analyzing these details and making an argument about their rhetorical effect. After drafting, you will switch drafts with a classmate and conduct a *peer evaluation*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

A one-page cover letter should explain your rhetorical decision-making; for this paper, it should include: (1) the exigence in response to why the rhetor composed this text, (2) the rhetorical audience for this text, and (3) the resources and constraints of this text’s rhetorical situation.

**Style:** After reviewing comma usage in class, you will be asked to include at least one introductory or parenthetical expression, correctly used, set off by commas in your Rhetorical Analysis.

**Format:** Your final draft should be 3-4 pages (double-spaced, TNR font, 1” margins). When citing your outside source(s), follow MLA format (see *NHG* Ch. 19 and/or the PSU Libraries’ Citation Research Guide: <http://guides.libraries.psu.edu/mlacitation>).

**Criteria for Evaluation:** Your essay should

1. make a claim (a thesis) about the effectiveness of an interesting, potentially persuasive text;
2. identify the rhetor, intended audience, message, and intended purpose of the text;
3. assess the text’s employment of available means;
4. evaluate the text as a fitting response through sufficient textual evidence and analysis; and
5. employ at least one correctly used introductory or parenthetical phrase set off by commas.

## Assignment 2: Evaluation Argument

Proposal Due: February 17

Rough Draft Due: February 26

Final Draft Due: February 28

**Prompt:** An evaluation argument assesses the quality of a subject according to a set of criteria and supports that assessment through evidence gathered from reliable sources. In other words, an evaluation develops criteria, makes a judgment according to those criteria, and presents this judgment to inform a rhetorical audience.

**Process:** An evaluation argument must include a category, a set of criteria relevant to the audience's purpose, and a subject. For *brainstorming*, think about categories (dogs, cars, romcoms, coffee shops, etc.) and an audience that needs to make a decision about that category (a child-friendly dog, a café in which to study). Next, identify criteria that help fulfill that purpose (a child-friendly dog does not bite, does not play rough, and helps protect the child from danger). Then, choose a subject within the category (e.g., a specific dog breed). Your role is to shape your rhetorical audience's ideas of how the subject measures up for the audience's purpose by applying your criteria to the subject.

For your *proposal*, describe your chosen subject and its category. Identify a rhetorical audience that can make use of this judgment and for what purpose. Define and explain four criteria that describe the quality of your subject within its category for the audience's purpose

As you are *drafting*, consider what persuasive arguments, examples, reasoning, and rhetorical appeals will best illustrate the subject's relationship to your criteria. Support your position with sufficient evidence (from credible sources) that is introduced, quoted or paraphrased, and explained. Your sources should be properly cited and documented. You will then switch drafts with a classmate and conduct a *peer evaluation*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

The one-page cover letter should explain your rhetorical decision-making; for this paper, should include: (1) how you appealed to your audience's interests and values using the rhetorical appeals and methods of development and (2) what types of evidence you used to support your evaluation.

**Format:** Your final draft should be four to five pages (double-spaced, TNR font, 1" margins). When citing outside sources, follow MLA format (see *NHG* Ch. 19 and/or the PSU Libraries' Citation Guide: [guides.libraries.psu.edu/mlacitation](http://guides.libraries.psu.edu/mlacitation)).

**Grading Criteria:** Your essay should

1. clearly state your subject and its category;
2. define and defend the criteria applied to that category in relation to your audience's purpose;
3. make a case for how your subject meets or does not meet those criteria and support your case with examples, details, and reasoning;
4. use research that is credible, appropriate, and properly cited following MLA guidelines
5. employ at least one correctly used introductory or parenthetical expression set off by commas as well as a correctly integrated and punctuated quotation.

### Assignment 3: Productive Counterargument

Proposal Due: March 6

Rough Draft Due: March 23

Final Draft Due: March 25

**Prompt:** The Productive Counterargument engages in mutually productive deliberation on a local issue. State your argument in direct response to an opposing view. Your goal is to listen rhetorically to other positions (what do they believe--and why?), civilly engage with an opposing view (you may need to concede some points), and influence a skeptical audience to understand your position.

**Process:** Identify a problem or issue that merits your taking a stand and identify one published position that differs from your own. As part of your *proposal*, provide a copy (or link) of the existing argument you would like to refute. Explain your exigence and purpose for addressing this topic, and identify an audience you can address.

As you are *drafting*, introduce the issue and explain the argument to which you are responding in your introduction. Conclude your introduction with a clear thesis statement that articulates your counterargument. Then, in the body paragraphs, craft strong topic sentences that refute relevant points of the initial argument and advance a position of your own. To support your position, you should have sufficient evidence (from credible sources) that is properly integrated, cited, and developed through your own reasoning.

After drafting, you will switch drafts with a classmate and conduct a *peer evaluation*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

The one-page cover letter should explain your rhetorical decision-making; for this paper, it should include: (1) the common ground you have established with your rhetorical audience, and (2) how you have used the available means of persuasion to assert the validity of your position to that audience.

**Style:** In addition to a correctly used introductory or parenthetical expression set off by commas and a correctly integrated and punctuated quotation, you will be asked to include coordinating and subordinating conjunctions (at least one of each).

**Format:** Your final draft should be 4-5 pages (double-spaced, TNR font, 1" margins). When citing your outside source(s), follow MLA format (see *NHG* Ch. 19 and/or the PSU Libraries' Citation Research Guide: <http://guides.libraries.psu.edu/mlacitation>).

**Criteria for Evaluation:** Your essay should

1. respond to an existing argument with a rhetorically effective counterargument, driven by a clear thesis statement and topic sentences, and addressing a specific rhetorical audience;
2. use research that is credible, appropriate, and properly cited following MLA guidelines
3. employ an introductory or parenthetical expression set off by commas, a correctly integrated and punctuated quotation, and subordinating and coordinating conjunctions (at least one each).

### Assignment 4: Proposal Argument

Proposal Due: April 3

Rough Draft Due: April 13

Final Draft Due: April 15

**Prompt:** In this Proposal Argument, you will build from those skills from the Productive Counterargument as you identify a concrete, local problem and advocate for a way to address or resolve that problem. Identify an audience who can benefit from and participate in the solution your proposal addresses.

**Process:** As a part of your *proposal*, identify the problem that you'd like to solve and include an annotated list of five sources you might consult for information about your problem. Your list of sources can be specific articles or books, titles of relevant publications, and/or names of individuals you could interview.

As you are *drafting*, craft a clear thesis that advocates for your proposed solution. Present clear reasons (1) why your solution addresses the problem, (2) why it is acceptable, and (3) how it is feasible; these reasons will form the topic sentences of your essay. Support your reasons with credible evidence drawn from research indicating that your solution will have more benefits than costs. Most of the paper should be devoted to advocating your plan for addressing/resolving the problem. After drafting, you will switch drafts with a classmate and conduct a *peer evaluation*; their feedback will inform your revisions. Edit and proofread your work before submitting the final draft.

The one-page cover letter should explain your rhetorical decision-making; for this paper, it should include: (1) a brief overview of your audience, their values, and their relation to your proposal; and (2) several supporting examples of how you successfully appealed your audience with analysis.

**Style:** In addition to a correctly used introductory or parenthetical expression set off by commas, a correctly integrated and punctuated quotation, and coordinating and subordinating conjunctions (at least one of each), you will be asked to highlight an intentional usage of the active voice.

**Format:** Your final draft should be 4-6 pages (double-spaced, TNR font, 1" margins). When citing your outside source(s), follow MLA format (see *NHG* Ch. 19 and/or the PSU Libraries' Citation Research Guide: <http://guides.libraries.psu.edu/mlacitation>).

**Criteria for Evaluation:** Your essay should

1. identify and describe the problem clearly, addressing a specific audience;
2. present a concrete, feasible and acceptable proposal that addresses this problem
3. describe your proposal in a clear thesis, supporting your claims with strong topic sentences;
4. use research that is credible, appropriate, and properly cited following MLA guidelines
5. employ an introductory or parenthetical expression set off by commas, an integrated and punctuated quotation, subordinating/coordinating conjunctions, and an instance of the active voice.