**SHORT PAPER 1**

**Context:** In this first paper for English 110, you'll move beyond simply identifying another author’s rhetorical choices. You’ll develop your own argument utilizing the rhetorical context and textual conventions you’ve already identified in Beverly Gross’s essay, “Bitch.”

**Assignment**: Write a paper in which you **develop a claim** that a specific word or phrase has been redefined/revised—either in common use, in the context of your own life, or both. Use Gross’s essay “Bitch” as a model—**adopt her rhetorical context** (her situation, audience, style, tone and other conventions). Like Gross, use anecdotal examples, at least two different dictionary definitions of the word, and include a prediction for the future appropriation (or use) of this word. Feel free to be creative! Like Gross's, this paper is meant to be exploratory and reflective. Keep in mind that you do not need to structure your paper exactly like Gross's, but your situation, purpose, claim, and audience should be modeled after hers.

This is *not* a research paper—I don’t expect you to cite your anecdotal sources (which may include an informal survey of friends), your dictionary sources, or to use secondary sources other than the dictionaries (and those should be findable online—i.e., Merriam Webster, Urban Dictionary, Dictionary of Slang, or any number of others). The examples you include should, of course, generate your own reflections and conclusions about the word’s uses.

**Please include a writer’s memo**: 1 paragraph at the end of the document, addressed to me, reflecting on your writing process and one or two of your specific rhetorical choices.

**Format:** 2-3 pages in Times New Roman font, double-spaced. Include a heading with your name, the course name, and the date. Please proofread the best you can for spelling and grammatical errors.

**Outcomes targeted:**

Employ style, tone and conventions appropriate to the demands of a particular situation; demonstrate a clear understanding of audience **(Outcome 1)**

Produce a claim that emerges from a line of inquiry **(Outcome 3)**

**SHORT PAPER 2**

**Context:**In your first short paper, you explored the revision of a word’s usage; in this essay, you’ll write your own revisions of a given text, and then adapt your genre and rhetorical situation halfway through this assignment.

**Assignment:** Choose a half-page to 1-page selection from a textbook that has taught/is teaching you about a particular subject, and rewrite that lesson for a different audience of your choosing. Then, write a roughly 2 page letter (at least 1.5 pgs) to the textbook’s editor explaining and arguing *why* your version works better for your audience--*or*, why it doesn't. You'll be developing an argument using your own re-write as evidence.  Be sure to address the stakes of your argument (the "so what?").  To whom do your rhetorical changes to the textbook matter, and why?  And, be sure to acknowledge some counterargument/complexity: how/why might one argue against your position?

Please include a writer's memo of 1 paragraph, reflecting on your writing process and specific writing choices you made.

**Audience:** The readers of your textbook/the editor of your textbook.

**Format:** 2-3 pages in Times New Roman font, double-spaced. Include the usual header. Proofread for spelling and grammar.

**Outcomes targeted:**

Demonstrate the ability to write for different contexts, employing rhetorical conventions appropriate to the particular context/genre **(Outcome 1)**

Articulate and assess the effect of writing choices **(Outcome 1)**

Produce a persuasive argument that involves analysis, in which the stakes are clear **(Outcome 3)**

Take counterclaims into consideration**(Outcome 3)**

**MAJOR PAPER 1**

**Context:** This quarter we've been reading about and discussing the relationship between language, power, and identity. In this longer paper, you'll explore the relationship between language and its uses, and the construction of your own identit(ies) in various contexts.

**Assignment:** How does language define *you*? Collect three to four terms (concepts, ideas) that may be used to describe you: personally, politically, culturally, intellectually, or otherwise. Write a paragraph about each that does the following:

(1) Explain: what the term means to you; offer a working definition.

(2) Describe (or imagine): three to four places—texts, spaces, images—where that term is defined. You could include one dictionary definition.

(3) Explore: how different those definitions are from one another

(4) Argue. Your argument may address: whether or not those differences matter; what the use(s) of this term might reveal about broader cultural values, trends, or prejudices; how these terms might work to actually construct identity/who you are.

Each of the above should be addressed in at least 2-3 sentences in every paragraph.

**Include an introduction and a conclusion.**

**Format:** The entire paper should be 4-5 pages, double-spaced and in Times New Roman font. Please include the usual header and a writer's memo. Please proofread before submitting.

**Audience:** Me

**Outcomes Targeted:**

The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation **(Outcome 1)**

The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals **(Outcome 2)**

The writing utilizes multiple kinds of evidence in order to support writing goals **(Outcome 2)**

The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas **(Outcome 3)**

**SHORT PAPER 3**

**Context:** As we move into the final phase of your composition course, you'll begin using your own research to support and develop complex claims. For this short paper, you’ll do research to support an argument for a different understanding of a public figure than the culturally accepted one.

**Assignment:** Choose a public figure (contemporary or historical) who you feel has been misrepresented in terms of mainstream cultural understanding. In a 2-3 page *research* paper, develop an argument for the inclusion of a different account of this person *in a future edition of a history textbook*.

Your argument should develop in support of a **complex, arguable claim**, which emerges from a clear line of inquiry—and you’ll need to **thoroughly demonstrate the stakes** (the “so what?”) of your argument. Your paper also needs to incorporate counterargument.

Some questions for consideration: how is this person represented, usually?  In what contexts is this person generally heroified (or villified), and what are those representations leaving out (and why?).  Why is it important that readers of a history textbook have a different account of this person—an account that contradicts, or complicates, the culturally accepted understanding of this person?  (If the person you choose is understood in multiple ways—a controversial figure—that’s great; just be sure you can argue why they should be understood in a way that many people would argue against).

Your paper needs to include **2 to 3 secondary sources**, at least 3 quotes (total), and a works cited page (all in MLA format).

Please include a writer’s memo, reflecting on your writing process and some of your rhetorical choices.

**Audience:** An academic audience who will need to be persuaded of your argument by means of scholarly support (you may think in terms of James Loewen’s intended audience for “Handicapped by History”).

**Format:** 2-3 pages in Times New Roman font, double-spaced. Include the usual header. Please proofread! Also, cite your source in text and create a Works Cited list, according to **MLA format**.

**Outcomes Targeted:**

Multiple kinds of evidence are strategically utilized to support the argument **(Outcome 2)**

Responsible use of MLA format **(Outcome 2)**

The argument involves the analysis of evidence and assumptions **(Outcome 3)**

The argument is appropriately complex, taking counterclaims and multiple points of view into consideration **(Outcome 3)**

The stakes are articulated and persuasive. **(Outcome 3)**

The argument utilizes a clear organizational strategy. The paper is cohesive; the claim is clearly stated and developed throughout the paper. **(Outcome 3)**

**SHORT PAPER 4 (Annotated Bibliography)**

**Context:** A bibliography, or works cited list, provides your readers with all the information they need about the sources you used to support your argument. An *annotated* bibliography provides you, as a writer, with an opportunity to think critically about each of your sources and how you intend to use them. This short paper--an annotated bibliography--will provide very specific information about your sources for your Major Paper 2. As a researcher, you are becoming an expert on your topic and have the ability both to explain the content and to assess the usefulness of your sources for those not in the know.

**A good annotated bibliography:**

* encourages you to think critically about the content of the works you are using, their place within a field of study, and their relation to your own research and ideas
* proves you have read and understood your sources
* establishes your work as a valid source and you as a competent researcher
* situates your study and topic in a continuing professional conversation

**Assignment:**

**Your annotated bibliography should include:**

* Alphabetical **works cited list** in MLA format of **4 sources.**At least 1 of your sources **must** be a peer-reviewed journal article.
* An **explanation/summary** of main points and/or purpose of the work—basically, its claims—which shows that you have read and thoroughly understood the source
* Comments on the worth, effectiveness, and **usefulness of the work for your own research project**—how does this work impact your research? How do you plan to use each source in your paper? What specific purpose(s) does it serve for your argument?
* In a sentence or two, you should include verification or critique of the **authority/qualifications** of the author, and acknowledge the author's perspective and/or biases
* You will also need to include an**introduction** that provides an overview of your topic's context, and how you plan to fit your argument into this existing context/conversation. In other words, you will introduce what your sources have to say about your topic, how they relate to one another (or how they don't), and explain why your argument contributes to the conversation.

**Audience:** A reader (me) who is presumably unfamiliar with your topic and your sources.

**Format:** Each entry will probably be about 1-2 paragraphs, so your annotated bibliography will probably be about 3 pages--in Times New Roman 12pt font, double spaced. Include the usual header, and proofread!

Please include a writer's memo.

**Targeted Outcomes:**

You will be evaluated according to how successful you are at demonstrating the above "elements of an annotated bibliography." This paper targets every aspect of **Outcome 2:** the ability to read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

**MAJOR PAPER 2**

**Context:** Throughout the quarter, you’ve had a variety of guided assignment prompts and you’ve developed specific writing skills in response to each of those assignments. In this final, major paper, you’ll put those combined skills to use in pursuit of a research topic of your own choosing. Your ability to choose and develop a line of inquiry in a topic that interests you, and support it with scholarly sources, will serve you in your academic work well beyond English 110.

**Assignment:**In a 5-7 page research paper, develop a complex claim that emerges from a line of inquiry and draws elements from 3-4 sources, on a topic of your choosing.

Your argument should develop in support of a **complex, arguable claim**, which emerges from a clear line of inquiry—and you’ll need to **thoroughly demonstrate the stakes** (the “so what?”) of your argument. Your paper needs to include **3-4 secondary sources**, at least 1 of which should be a peer-reviewed journal article; and you’ll need a works cited page (in MLA format).

Please include a writer’s memo (1-2 paragraphs), reflecting on your writing process and some of your rhetorical choices.

**Audience:** An academic audience who will need to be persuaded of your argument by means of scholarly support.

**Format:** 5-7 pages in Times New Roman font, double-spaced. Please **proofread.** Include the usual header, and a **title.** For this paper, try to adopt the textual conventions of an academic-style argument paper in MLA format.

**Targeted Outcomes:**

The writing demonstrates an understanding of source texts; texts are used strategically to support the specific goals of the argument **(Outcome 2)**

The writing demonstrates responsible use of MLA format and effective quote integration **(Outcome 2)**

The writer produces a **complex, analytic and persuasive argument** that matters in academic contexts **(Outcome 3)**

The stakes of the argument, why what is being argued matters, are articulated and persuasive **(Outcome 3)**

The argument takes into consideration counterclaims and multiple points of view **(Outcome 3).**