

First Assignment Sequence

Short Assignment 1: GENRE TRANSLATION

Outcomes Targeted: 1, 2

So far, we have discussed the relationship between **genre** and **audience** and learned how to analyze the rhetorical situation of a given text in order to make sense of the author's rhetorical choices (tone, style, mode of inquiry, content, structure, appeals, etc.)

Your Task:

In this short assignment, you will choose one of the readings we've done for class and **translate it into another genre**. The possibilities are endless: you could turn the opinion columns "Immigration and Crime" or "Latinos for Donald Trump" into a letter to a 2016 presidential candidate; you could translate Bill Ong Hing's "Understanding Immigration Policies Affecting Asians Before and After 1965" into a blog post or poster or a How-To magazine article; you could even reimagine Lauren Berlant's "Citizenship" keyword entry into a political cartoon of some sort (that is, if you can figure out a way to clearly depict the original author's arguments, claims, and stakes).

You will then submit a **writer's memo** (1-2 pages) that describes your writing process and shows you tried to make **conscious rhetorical choices** with regard to audience and genre. Some questions to consider for the writer's memo: Why and how did you choose the audience and genre you did? What rhetorical choices did you make to translate from one genre to another? What genre conventions did you use and why? How did your choices change between the two genres/audiences and why did you make these changes? What do you think you did well on in this assignment and where do you feel you could improve?

A successful SA1 paper will demonstrate to me that...

- You have a clear understanding of the strategies that writers use in different writing contexts (*Outcome 1*)
- You are able to write for different audiences and contexts, both within and outside the university classroom (*Outcome 1.3*)
- You can articulate and assess the effects of your writing choices (*Outcome 1.4*)
- You have an understanding of the course texts as necessary for the purpose at hand (*Outcome 2.1*)
- You can use course texts in strategic, focused ways to support the goals of your writing (*Outcome 2.2*)

Formatting: 500-750 words total, including the writer's memo (2-3 pages), MLA heading, page numbers, double-spaced, 12 pt. Times New Roman font, 1-inch margins

DUE DATE: Post to canvas by 11:59 P.M. on Monday, April 4.

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ENGL 131 Y

Short Assignment 2: SYNTHESIS PAPER

Outcomes Targeted: 1, 2, 3

In class, we have spent some time reading and discussing The Black Panther Party's "Ten Point Plan" and The Combahee River Collective's "A Black Feminist Statement." We've been working on breaking down the rhetorical choices made by these writers by performing a careful **rhetorical analysis**. We've also been talking about **intertextuality** and putting texts in conversation with one another.

Your Task:

I want you to write a short paper in which you compare the rhetorical choices made by **two** of the authors in the form of a **synthesis** essay. Out of the two texts, which do you find more compelling and effective? I want you to make an **arguable claim** that **anticipates counterarguments and concessions** and is supported by concrete **evidence** from the texts. In order to effectively answer this question, you will need to **summarize** and **paraphrase** the authors' arguments. Identify their stakes, claims, targeted audience, and rhetorical strategies. Discuss what you think is and is not working in the text by **rhetorically analyzing** how their arguments are articulated and supported. And of course, provide your own evaluation of whether their texts are working and why. Think about how and why might others disagree with your argument, and how you would respond to them.

Your paper should have a clear introduction and a conclusion and cohere together as a piece of writing. Be sure to think about how you are structuring your paper and use effective transitions.

A successful SA2 paper will demonstrate to me that...

- You are able to identify the strategies that writers use in a particular rhetorical situation (*Outcome 1*)
- You have an understanding of the course texts as necessary for the purpose at hand (*Outcome 2.1*)
- You can use course texts in strategic, focused ways to support the goals of your writing (*Outcome 2.2*)
- You can read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing (*Outcome 2*)
- You can produce complex, analytic, persuasive arguments that take into consideration counterclaims and multiple points of view (*Outcome 3*)

Formatting: 500-750 words (2-3 pages), MLA heading, page numbers, double-spaced, 12 pt. Times New Roman font, 1-inch margins

DUE DATE: Post to canvas by 11:59 P.M. on Sunday, April 10.

Major Paper 1: DEFINING CITIZENSHIP

Outcomes Targeted: 1, 2, 3

This assignment provides you with the opportunity to build upon the ideas and skills that we have been discussing and developing in class. On our first day of class, you drew from your personal experiences and anecdotes to critically reflect on what citizenship means and identified social issues and conflicts relevant to this theme that matter to you. In SA1, you demonstrated an understanding of the rhetorical situations in which texts are produced by translating a piece of writing into another genre. In SA2, you engaged in a rhetorical analysis of two texts that were both centered around the inequalities experienced by second-class citizens in the US. These three assignments developed your ability to generate a productive line of inquiry, make sense of authors' rhetorical strategies, and synthesize complex texts.

Your Task:

The goal of this Major Paper 1 is to help you enter into ongoing academic conversations on citizenship by providing you with the space to **rethink** and **redefine** your understanding of this complex concept. Drawing from the readings we've done in class, I want you to ask yourself: How have the texts we've read so far challenged, complicated, or expanded your understanding of (1) what it means to be a citizen, (2) how citizenship as a category operates in the US, and (3) who does or does not have access to this privileged status? You will explain why this kind of conversation **matters in academic contexts**. Remember, you are writing for an academic audience.

A successful MP1 will demonstrate to me that...

- You can employ style, tone, and conventions appropriate to the demands of a particular genre and situation (*Outcome 1.1*)
- You have an understanding of the course texts as necessary for the purpose at hand (*Outcome 2.1*)
- You can use course texts in strategic, focused ways to support the goals of your writing (*Outcome 2.2*)
- You can read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing (*Outcome 2*)
- You can build a claim that emerges from and explores a line of inquiry (*Outcome 3.1*)
- You can articulate the stakes of the argument and why what is being argued matters (*Outcome 3.2*)
- You can utilize a clear organizational strategy and effective transitions to develop your line of inquiry (*3.5*)

Here are **some questions to consider** as you begin formulating your ideas:

- Which texts did you find the most compelling and why? Which texts elicited the strongest responses from you?
- What new insights have you developed after engaging with these texts? Which texts pushed you to think about citizenship in a different way?

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- What are the stakes of this conversation? Why is it important for us to think critically about citizenship?

Length and Format

5-7 pages (1250-1750 words), double-spaced, 12 pt. Times New Roman font, 1-inch margins, MLA formatting and Works Cited Page.

DUE DATE: Post your first draft to canvas by class time on Tuesday, April 19. Your second draft is due by 11:59 p.m. on Sunday, April 21.