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| Date | In-Class Activities | Homework |
| Week 1 |  |  |
| Tue 9/6 | Introductions; syllabus overview |  |
| Wed 9/7 | Personal Statements Introduction **due 9/20** | Sign syllabus and video release form. Write 1 question on a notecard about the Course Outcomes or Syllabus. |
| Fri 9/9 | Evaluating Personal Statements | Continue drafting personal statements |
| Week 2 |  |  |
| Mon 9/12 | Typing Personal Statements | Finish typing by Friday |
| Tue 9/13 | Gates Testing/Typing |  |
| Wed 9/14 | Gates Testing/Peer Evaluations | Finish typing by Friday. Bring printed draft to class Friday. |
| Fri 9/16 | Submit First Draft/Guest Speakers  |  |
| Week 3 |  |  |
| Mon 9/19 | Peer Evals/Registration | Edit/revise personal statement |
| Tue 9/20 | Finalizing **Personal Statements (DUE TODAY)** | Read *CFI ch. 1*. **Write a 200 word summary of reading.** |
| Wed 9/21 | **Summary due**. Discuss reading (introduce big four- rhetorical analysis- situation, purpose, claim, and audience)/ SA 1.1: Linguistic Autobiography Introduction **(due 9/27)** | Draft SA 1.1 |
| Fri 9/23 | Typing SA 1.1 | Finish typing SA 1.1. Read and annotate handout given in class, “*How to Tame a Wild Tongue*”. Bring printed draft of SA 1.1 to class. |
| Week 4 |  |  |
| Mon 9/26 | Peer Evaluations | Edit/revise SA 1.1. **SA 1.1 due tomorrow.** |
| Tue 9/27 | Discuss reading and notecards/Magazine Ads for the Big 4/**SA 1.1 Due** | Read and annotate handout, *Hispanic in America*. Identify the Big 4 on a notecard. |
| Wed 9/28 | Introduce SA 1.2: Rhetorical Analysis **due 10/11** |  |
| Fri 9/30 | MLA citation formatting/discuss handout | Access/review Purdue OWL online. |
| Week 5 |  |  |
| Mon 10/3 | Modeling SA 1.2/Evaluation of examples | Draft SA 1.2 |
| Tue 10/4 | Drafting/Typing SA 1.2 |  |
| Wed 10/5 | Typing SA 1.2 | Finish typing SA 1.2. Bring printed copy Monday. |
| Fri 10/7 | Discussion on *Hispanic in America*/Self-Evaluation | Edit/Revise SA 1.2 |
| Week 6 |  |  |

**SA 1.1: Linguistic Autobiography** Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This assignment encourages you to explore your own connections to language and identity with particular attention to how it can often be dependent on your social relationships.

**YOUR TASK:**

In a **2-3 page paper**, write about your own language usage through a “linguistic autobiography.” Autobiography- an account of a person’s life written by that person- is a genre that can have multiple focal points, so you will focus on your own experiences and understandings of how you use language. Think about how your audience and situation are major factors in how you express yourself. You should consider these questions as a means of helping you form your answers, but you are not required to answer all of them. This is just to get you started thinking about your language usage.

* What types of language do you use? More specifically, what kinds of “dialects” or types do you use in different situations? For example, how do you speak/write to your friends on Facebook or through texts? How would this stay the same or change if you are talking/writing to your grandmother? Professor? Coach? Why do you think you make these choices about language?
* Where are you from? Where have you lived? Who have you lived with? Which of these social details do you think may have influenced the way you speak now?
* What inside jokes or insider linguistic cues do you use with different audiences? In what situation do you use them?
* Do you remember particular comments or instances where your language, either spoken or written, was commented on? What was said about your language?

**Required:** Make sure you include a description of a situation in which you are absolutely at ease socially, and include **at least six lines of dialogue** to demonstrate your language usage. Think and write about how you use language and how it manifests in your life and with your familial, social and academic relationships.

**OUTSTANDING AUTOBIOGRAPHIES WILL:**

* Thoughtfully reflect on language usage in multiple situations that consider audience as a crucial factor
* Include a specific description and example of dialogue where you felt socially comfortable; you reflect on what factors are in this dialogue and why you have made those linguistic choices
* Organize ideas and examples in logical ways that support your reflection on language usage.

**Outcomes:**

**SA 1.2: Rhetorical Analysis** Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This assignment will have you analyze a text and evaluate its effectiveness. There are multiple things to keep in mind when examining an article; some suggestions are given below.

**YOUR TASK:**

In a **2-3 page paper**, write a rhetorical analysis of Ada Maria Isasi-Diaz’s article “Hispanic in America: Starting Points” from *Christianity in Crisis*. Use MLA formatting for the header and all other layout aspects of this paper.

* Make a claim that attempts to explain how the text functions. For example, “this text uses \_\_\_\_\_\_\_ to persuade its audience to \_\_\_\_\_\_\_.”
* In class, we discussed the four aspects of rhetorical analysis- situation, purpose, claims, and audience. How do these function in this text? Remember to use the exact terms rather than being abstract. For example, “Diaz’s purpose is to \_\_\_\_\_\_\_\_\_.” “Diaz’s target audience is \_\_\_\_\_ based on the fact that \_\_\_\_\_\_\_\_\_.”
* Analyze the evidence. Make sure to find at least five pieces of evidence. Is one piece of evidence more compelling than another? Why? Keep in mind that relatively short quotes will be most effective, because your paper is rather short.
* What are the stakes of the writer’s argument as a reader may understand them? What can be gained if the writer is persuasive? What might be lost if the writer fails to persuade?

**Required:** You must include a minimum of three quotes from the text to serve as evidence. Quotes must be less than 40 words each.

**OUTSTANDING ANALYSES WILL:**

* Provide an appropriate claim that emerges from and explores a line of inquiry
* Involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas
* Be persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position
* Discuss the stakes of the argument, why what is being argued matters, in an articulate and persuasive manner

**Outcomes:**

**SA 1.3: Argumentative Paper with Complex Claim** Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This assignment will have you writing an argumentative paper with a complex claim based on your choice of major topics below (both of which we have discussed in class).

**YOUR TASK:**

Write a **2-3 page paper** in which you craft a complex claim and persuasive argument related to one of the major topics we have discussed in class:

1. The ways in which gender and family are connected to professional life
2. The ways in which racial categories shape the American experience

Once you choose a topic, determine your audience. In this assignment, we will practice writing for audiences outside of the university classroom; your first step is to imagine this audience for yourself. Who are your readers? Where will your essay be published? Think about your situation, purpose, audience, and claims. Would a reader be able to identify these four elements of your text? For this paper, research sources are NOT required.

You may find the following guidance useful:

* Make a **complex claim**. What are your arguments, counterarguments, stakes, and call to action?
* Review your notes on persuasive writing strategies. How can you appeal to the audience using **ethos, logos, and pathos**?
* Make sure to articulate the rhetorical situation. This can be subtle or overt. Regardless of the style you choose, your readers should be able to identify your **situation, purpose, audience, and claims.**

**Outcomes:**

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| **SA 1.3 Evaluation Rubric** | **Outstanding** | **Strong** | **Adequate** | **Inadequate** |
| Complex claim (Please highlight the claim) |  |  |  |  |
| Persuasive writing strategies |  |  |  |  |
| Articulation of rhetorical situation |  |  |  |  |

**MP 1: Comparative Rhetorical Analysis**  Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This assignment will have you writing a comparative rhetorical analysis paper using two sources of your own selection that discuss an issue in which you are interested.

**YOUR TASK:**

Write a **5-7 page paper** in which you perform two rhetorical analyses in conversation.

One of the two texts should be a source that does not have “authority” in the traditional sense of the term. In other words, the source could be described as one in which there is an evident lack of “scholarly” expertise, by a writer who has deep knowledge of his or her topic through personal experience. This might include a traditional text such as an essay, or another form of expression such as blog entries, song lyrics, poetry, a personal essay, etc. (EXAMPLE: Macklemore’s *Same Love*)

The other text should be from an “authoritative” source that also takes up the same issue as your first source. This could be an “expert” on the issue, a well-known political or religious figure, or simply someone you view as having a position of power from which to speak on the issue you have chosen. Your text might be drawn from an academic source, institutional statement, a speech by prominent leader, etc. (EXAMPLE: Obama’s Marriage Equality speech)

If you are not sure about levels of authority in the texts you choose, please see me about it.

You will make an argument about how the rhetorical strategies of the authors compare. In your argument, move beyond simply comparing and contrasting the content of the texts to a structural consideration of how the texts work. Make sure to place the texts in conversation using the techniques of intertexuality we have practiced.

Your paper must include:

* Brief contextual background on both texts
* Rhetorical analysis (remember those four main elements!)
* A complex argument about the relationship between the two. This needs to say more than “they are the same because…”/“they are different because…” Make a complex claim.
* Direct quotations, in conversation with one another, to support your analyses (at least 3 from each source)

**Outcomes:**

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| --- | --- | --- | --- | --- |
| **MP 1 Evaluation Rubric** | **Outstanding** | **Strong** | **Adequate** | **Inadequate** |
| Rhetorical analysis strategies |  |  |  |  |
| Complex claim |  |  |  |  |
| Intertexuality |  |  |  |  |

Rhetorical Strategies

Examples of logos, ethos, and pathos

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| --- | --- | --- |
| **Appeal to Logos (Logic)** | **Appeal to Ethos (Credibility)** | **Appeal to Pathos (Emotion)** |
| -Theoretical, abstract language-Denotative meanings/reasons-Literal and historical analogies-Definitions-Factual data and statistics-Quotations-Citations from experts and authorities-Informed opinions | -Language appropriate to audience and subject-Restrained, sincere, fair minded presentation-Appropriate level of vocabulary-Correct grammar | -Vivid, concrete language-Emotionally loaded language-Connotative meanings-Emotional examples-Vivid descriptions-Narratives of emotional events-Emotional tone-Figurative language |
| Effect: | Effect: | Effect: |
| Evokes a cognitive, rationale response | Demonstrates author's reliability, competence, and respect for the audience's ideas and values through reliable and appropriate use of support and general accuracy | Evokes an emotional response |

Activity: Perform a rhetorical analysis of Ada Maria Isasi-Diaz’s “Hispanic in America: Starting Points.”

1. What did you say in the discussion today? Why do you think you thought that?
2. What was something you wanted to say but held back? Why do you think you did not say this to your peers?