



SYLLABUS

ENGLISH 15: RHETORIC AND COMPOSITION

Section 041, 045, 063, 066

Room: 215 Business Building, 261 Ag Engineering,
220 Thomas, 209 Thomas

Time: MWF 12:20-1:10, 1:25-2:15, 3:35-4:25, 4:40-5:30

Instructor: Phillip Zapkin

Email: pzz17@psu.edu

Office: 017 Burrowes

Office Hours: MW 6-7, TH 1-3

COURSE DESCRIPTION

In this course, we will learn about rhetoric. Rhetoric is the art and science of persuading people to listen to and accept, or at least consider, your ideas. A key part of rhetoric is how we shape our writing, speaking, creating, etc. *for* other people. A big part of our focus this semester will be how we engage with others: writing about others, responding to what they've written/said, and using their work to support our own rhetoric.

Our other big consideration will be making rhetorical choices. In any rhetorical situation and for any audience, we have a ton of potential options for strategies to persuade readers, and part of developing rhetorical awareness is getting a feel for which strategies will work best.

REQUIRED TEXTBOOKS

1. Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*. 8th ed., Macmillan, 2019. ISBN: 9781319056278.
2. Seabloom-Dunne, John and Noemie Peou, eds. *Penn Statements*. Vol. 38, Pennsylvania State University, 2019.

*Please Note: *Penn Statements* can only be purchased at the Penn State Bookstore.

*Please also Note: You must have in class access to daily readings posted to Canvas, either electronically (on a laptop or tablet, preferably not a phone) or printed.

* Please Note Three: You are required to know the material in *all* assigned readings, even if we don't discuss a particular piece in class. Please read carefully.

ASSIGNMENTS AND GRADING

Graded Assignment	Percentage
Profile	10%
Rhetorical Evaluation	15%
Productive Counterargument	15%
Researched Argument	20%
Exploratory Writings	15%
Peer Reviews	15%
Participation	10%

ASSIGNMENT INFORMATION AND REQUIREMENTS

- To pass this course you *must* submit all projects. Failure to submit a project will result in an automatic failing grade for the course.
- Submit each assignment in the format listed in the Canvas assignment slot.

- For every project you must get a *proposal approved* and have the draft *peer reviewed* by a classmate in this course section. Not doing so before the project deadline will cost one full letter grade for each requirement not met.
- Submitting a project after the deadline will cost one full letter grade per late day.
- Unless otherwise noted, every assignment is due on Canvas before the beginning of class on the date listed. Peer reviews are one exception.

PARTICIPATION

Participation is crucial to our classroom community—this is an interactive class where, in large part, what you get out of the course depends on what you put in. The participation grade is a holistic and comprehensive grade evaluating your contributions over the semester to full class discussions, group work/discussions, writing conferences, and attendance.

- Writing Conferences: Coming to discuss your work, writing, or ideas with me during office hours will add $\frac{1}{3}$ letter grade toward your participation grade per visit. Especially if you're nervous about talking in class, this can be a great way to simultaneously get useful feedback and boost your participation score.

ATTENDANCE

- You are allowed to miss three classes with *no penalty* to your grade. *Each class missed beyond those three will cost $\frac{1}{3}$ letter from your overall course grade.*
- Excused absences do not count against you. In order for an absence to be excused you must discuss it with me as early as possible beforehand (at least 24 hours). Reasons for excused absences may include: religious holidays, military service, university required activities (i.e., participation in a university sports team), or severe illness or injury.
- If you miss class, *it is your responsibility to make up the missed material.* Ask a classmate to take notes for you, and then come to office hours and/or email me as soon as possible.

ACADEMIC INTEGRITY

Academic integrity is a shared commitment to reject unethical intellectual practices like plagiarism and cheating. This is a foundation of academic work. The guidelines for Penn State's integrity standards are laid out in the University's Code of Conduct (see our Canvas page).

- Consistent with this expectation, the 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 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.

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, Section IV, B.

- As instructor, I have the authority to request that any disruptive student(s) leave 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 Cheryl Glenn, the Director of the Program in Writing and Rhetoric.

ACCESSIBILITY: DISABILITY ACCOMMODATION

Penn State welcomes students with disabilities. In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office on campus, participate in an intake interview, and provide documentation (equity.psu.edu/student-disability-resources/applying-for-services). If the documentation supports your request for reasonable accommodations, the disability services office will provide you with an accommodation letter. Please share this letter with me as early as possible so we can discuss accommodations.

- The Student Disability Resources Web site provides contact information for every Penn State campus (equity.psu.edu/student-disability-resources/disability-coordinator). For further information, please visit the Student Disability Resources website at equity.psu.edu/sdr.

EDUCATION EQUITY: BIAS REPORTING

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 (equity.psu.edu/reportbias/).

COUNSELING AND PSYCHOLOGICAL SERVICES

Penn State 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 (CAPS): 814-863-0395, studentaffairs.psu.edu/counseling/
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

COURSE SCHEDULE

This schedule is subject to change by me. I will notify you ahead of time in class and/or by email of any changes.

Readings Key: *EA*=*Everything's An Argument*, *PS*=*Penn Statements*, *CA*=Canvas, *SY*=Syllabus

WEEK 1

- ❖ Mon. 26 Aug.: Introduce the Class; Get to Know One Another; What is Rhetoric?

 - Homework for Next Class: Read Over *SY*; Read “Program Outcomes” in *PS* p. 9; Read “WPA Outcomes Statement” on *CA*
- ❖ Wed. 28 Aug.: Discuss the Syllabus; What Should We Get Out of a Rhetoric Class?

 - Homework for Next Class: Read “Understanding Arguments and Reading Them Critically” in *EA* pp. 3-15; Read “Remembering Johnny Clegg’s Powerful Mission” on *CA*; Watch “The Adorable Bear that Served in WWII” on *CA*
- ❖ Fri. 30 Aug.: Introduce the Profile; Traditional Profiles

 - Homework for Next Class: Read “Encomium and Invective,” “Miley Cyrus’ VMA Performance: Media React in Shock,” “The 2013 VMAs Were Dominated by Miley’s Minstrel Show,” and “Don’t You Dare Call Miley Cyrus a ‘Slut’” on *CA*; Watch “Miley Cyrus Performance VMA 2013” on *CA*

WEEK 2

- ❖ Mon. 2 Sept.: *No Class—Labor Day*

- ❖ Wed. 4 Sept.: Profiles that Praise or Criticize

 - Homework for Next Class: Read “The Myth of the Kindly General Lee” on *CA*
- ❖ Fri. 6 Sept.: Introduce Proposal; Profiles that Confront Misconceptions

 - Homework for Next Class: Profile Proposal; Read “Making Claims” and “Come Up with a Claim About Your Topic” in *EA* pp. 144 and 412; Read “Thesis Statements” on *CA*

WEEK 3

- ❖ Mon. 9 Sept.: Introduce Exploratory Writing 1 and Grading for Exploratory Writings; Thesis Statements

 - Due Today: Profile Proposal
 - Homework for Next Class: Read “PWR Grading Standards” in *PS* pp. 7-8; Read “On Beginnings and Endings” on *CA*
- ❖ Wed. 11 Sept.: PWR Grading; Introductory Strategies

 - Homework for Friday: Profile Introduction
 - Homework for Monday: Read “Understanding Arguments and Reading Them Critically” in *EA* pp. 15-24; Read “The Hamburger Method for Clear, Logical Paragraphs” and “CEI Paragraph” on *CA*
- ❖ Fri. 13 Sept.: *No Class—Phillip is Out of Town*

 - Due Today: Profile Introduction

WEEK 4

❖ Mon. 16 Sept.: Paragraph Structure

- Homework for Next Class: Review “PWR Grading Standards” in *PS* pp. 7-8; Listen/Watch “George’s Music” and “Hero to Zero to Hero: Inky Johnson” in *PS* pp. 75 and 101; Read “Harriet Tubman Biography” and “Princess Kaiulani: The Hawaii Tradition of Classical Christian Education” on *CA*

❖ Wed. 18 Sept.: Grade Norming Profiles

- Homework for Next Class: Profile Peer Review Draft

❖ Fri. 20 Sept.: Profile Peer Review

- Due Today: Profile Peer Review due at 11:59PM
- Homework for Next Class: **Profile**; Read “Rhetorical Analysis” in *EA* pp. 97-117; Watch “Hasn’t Hit Me Yet” on *CA*

WEEK 5

❖ Mon. 23 Sept.: Introduce Rhetorical Evaluation; Basics of Analysis

- Due Today: **Profile**
- Homework for Next Class: Read “Understanding Arguments and Reading them Critically” and “Examining a Rhetorical Analysis” in *EA* pp. 24-31 and 117-131; Read “Excerpts from Aristotle’s *Rhetoric*” on *CA*

❖ Wed. 25 Sept.: Examining a Rhetorical Evaluation

- Homework for Next Class: Read “Evaluations” in *EA* pp. 224-245; Watch “Poets” and “What’s Up” on *CA*

❖ Fri. 27 Sept.: Setting and Applying Evaluative Standards; Comparative Evaluation

- Homework for Next Class: Rhetorical Evaluation Proposal; Read “Traditional Outline Template” and “Two Outlines for Rhetorical Evaluation” on *CA*; Read “Common Issues,” “The Bombs and Papers of Persuasion,” “When Two Hearts Become One,” and “Lori Andrews on the Dangers of Data Aggregation” in *PS* pp. 12-22

WEEK 6

❖ Mon. 30 Sept.: Outlining; Grade Norming Rhetorical Evaluation

- Due Today: Rhetorical Evaluation Proposal
- Homework for Next Class: Read “Arguments Based on Facts and Reason: Logos” in *EA* pp. 58-78; Read “With Disney’s *Moana*, Hollywood Almost Gets It Right: Indigenous People Weigh In” on *CA*

❖ Wed. 2 Oct.: Logos

- Homework for Next Class: Two Outlines; Read “Arguments Based on Emotion: Pathos” and “Arguments Based on Character: Ethos” in *EA* pp. 32-57; Read “Ain’t I A Woman” on *CA*

❖ Fri. 4 Oct.: Pathos and Ethos

- Due Today: Two Outlines
- Homework for Next Class: Read “Fallacies of Argument” in *EA* pp. 79-96; Watch “Any Volunteers?: The Risk of eCigarettes for Young People” on *CA*

WEEK 7

- ❖ Mon. 7 Oct.: Logical Fallacies Identification

 - Homework for Next Class: Bring In-Progress Rhetorical Evaluation Draft; Read “Revision Strategies” on CA
- ❖ Wed. 9 Oct.: Introduction to Revision; Reading Aloud

 - Homework for Next Class: Rhetorical Evaluation Peer Review Draft
- ❖ Fri. 11 Oct.: Rhetorical Evaluation Peer Review

 - Due Today: Rhetorical Evaluation Peer Review due at 11:59PM
 - Homework for Next Class: **Rhetorical Evaluation**

WEEK 8

- ❖ Mon. 14 Oct.: Introduce Productive Counterargument

 - Due Today: **Rhetorical Evaluation**
 - Homework for Next Class: Read “The Road to Real Reconciliation will be Paved By Canada’s Youth” on CA
- ❖ Wed. 16 Oct.: Finding and Identifying Arguments

 - Homework for Next Class: Read “Rogerian and Invitational Arguments” in EA pp. 139-142; Read “An Argument Against Veganism...From A Vegetarian” on CA
- ❖ Fri. 18 Oct.: Rogerian Argument; Identifying Common Values and Goals

 - Homework for Next Class: Productive Counterargument Proposal; Read “Evaluating Masculinity, Hidden Sexism, and Pumpkin Spice Lattes,” “Hating Pumpkin Spice Lattes is Sexist,” and “Enough with Pumpkin-Spiced Misogyny” on CA

WEEK 9

- ❖ Mon. 21 Oct.: Introduce Rebuttal; Pumpkin Spice Rebuttal

 - Due Today: Productive Counterargument Proposal
 - Homework for Next Class: Read “Women Aren’t Ruining Food” on CA
- ❖ Wed. 23 Oct.: Practicing Counterargument

 - Homework for Next Class: Rebuttal; Read “Synthesizing Information” in EA pp. 466-475; Read “It’s Still Summer. Put Away Your Damn Pumpkins” on CA
- ❖ Fri. 25 Oct.: Quotation, Summary, and Paraphrase

 - Due Today: Rebuttal
 - Homework for Next Class: Read “Common Issues,” “Dear High School Seniors, Consider Penn State,” “Brick and Mortar,” and “Dear Coleman” in PS pp. 28-29 and 43-52

WEEK 10

- ❖ Mon. 28 Oct.: Grade Norming Productive Counterarguments

 - Homework for Next Class: Bring In-Progress Productive Counterargument Draft
- ❖ Wed. 30 Oct.: Revision—The Fat Draft and Reverse Outlining

 - Homework for Next Class: Productive Counterargument Peer Review Draft
- ❖ Fri. 1 Nov.: Productive Counterargument Peer Review

 - Due Today: Productive Counterargument Peer Review due at 11:59PM
 - Homework for Next Class: **Productive Counterargument**; Read “Academic Arguments” in EA pp. 405-418

WEEK 11

- ❖ Mon. 4 Nov.: Introduce Researched Argument; Brainstorming Topics

 - Due Today: **Productive Counterargument**
 - Homework for Next Class: Read “Plagiarism and Academic Integrity” and Look At “MLA Style” in *EA* pp. 484-491 and 496-515
- ❖ Wed. 6 Nov.: Introduce Annotated Bibliography; Crash Course on MLA Bibliographic Citations

 - Homework for Next Class: Researched Argument Proposal; Read “Finding Evidence” in *EA* pp. 438-451; Provisional Researched Argument Topic
- ❖ Fri. 8 Nov.: *No Class—Phillip is Out of Town*

WEEK 12

- ❖ Mon. 11 Nov.: *Meet in Pattee Library W211A—Scholarly Research*

 - Due Today: Researched Argument Proposal
 - Homework for Next Class: Read “Evaluating Sources” in *EA* pp. 454-462
- ❖ Wed. 13 Nov.: Assessing Sources

- ❖ Fri. 15 Nov.: Practicing MLA Bibliographic Citations

 - Homework for Next Class: Annotated Bibliography; Read “Two Sample Academic Arguments” in *EA* pp. 422-437

WEEK 13

- ❖ Mon. 18 Nov.: Examining Two Academic Arguments

 - Due Today: Annotated Bibliography
 - Homework for Next Class: Read “Incorporating Sources” on *CA*
- ❖ Wed. 20 Nov.: Incorporating Sources

 - Homework for Next Class: Read “Style in Arguments” in *EA* pp. 321-329
- ❖ Fri. 22 Nov.: Sentence Variation Workshop

 - Homework for Next Class: Read “Proposal to Fix Penn State’s Deceptive Meal Plan,” “Countering Campus Sexual Assault,” and “THON’s Potential for Growth” in *PS* pp. 30-32, 40-41, and 54-56

WEEK 14

- ❖ Mon. 25 Nov.: *No Class—Thanksgiving Holiday*
- ❖ Wed. 27 Nov.: *No Class—Thanksgiving Holiday*
- ❖ Fri. 29 Nov.: *No Class—Thanksgiving Holiday*

WEEK 15

- ❖ Mon. 2 Dec.: Grade Norming Researched Argument

 - Homework for Next Class: Read “Presenting Arguments” in *EA* pp. 363-380
- ❖ Wed. 4 Dec.: Crash Course in Presenting Academic Arguments

 - Homework for Next Class: Bring In-Progress Draft of Researched Argument
- ❖ Fri. 6 Dec.: Revisions—Looking for Three Part Structures and Editing for Homonyms

 - Homework for Next Class: Two Researched Argument Peer Review Drafts

WEEK 16

❖ Mon. 9 Dec.: Researched Argument Peer Review

- Due Today: Researched Argument Peer Review due at 11:59PM
- Homework for Next Class:

❖ Wed. 11 Dec.: *Optional Class*—Researched Argument Writing Conferences

- Homework for Next Class: **Researched Argument** due at 11:59PM

❖ Fri. 13 Dec.: Extra Credit In-Class Presentations

- Due Today: **Researched Argument** due at 11:59PM

ASSIGNMENT SHEETS

EXPLORATORY WRITINGS

Profile Introduction due: Fri. 13 Sept.

Two Outlines due: Fri. 4 Oct.

Rebuttal due: Fri. 25 Oct.

Annotated Bibliography due: Mon. 18 Nov.

Prompt: Leading up to each project you will do one short assignment to help practice the skills required, produce material to be incorporated into the project, or build your rhetorical ability. Each exploratory writing will be different, but each will help prepare you for that particular project. Assignment sheets with more specific details will be posted to Canvas for each exploratory writing.

Grading: Exploratory writings will be graded out of 5 points, and the final letter grade will be determined based on the cumulative grade for all four exploratory writings. To figure out the letter grade, add all four scores together and convert based on this chart:

Range	Letter
20-18	A
17-15	B
14-12	C
11-9	D
8 or less	F

PROPOSALS

Prompt: The first stage in the writing process for this course is to propose a topic for each major paper. Write a 1 full page proposal *explaining the subject* you want to write about, *identifying the audience and purpose* for the project, and *setting the stakes* for why the topic matters. This will help you develop your idea, and allows me to ensure your topic fits the assignment.

Each proposal will either be approved or rejected. If rejected, you need to email me a revised proposal as soon as possible. If the second proposal is rejected, you need to come see me for a writing conference to determine a feasible topic.

If you don't have a proposal approved by the time we get to peer review, you will not earn credit for peer review, though you will still be required to participate. If you do not have a proposal approved by the project deadline the project will lose one full letter grade.

Grading Criteria: Your proposal should:

- I. summarize the subject/argument/research question you intend to write about
- II. clearly identify your intended audience and purpose
- III. establish why the topic matters to you and the audience

PEER REVIEWS

Prompt: Peer review is one of the most effective ways to ensure a project is clear, well-written, and effective for an actual reading audience. You will work with a partner (or small group, depending on the activity), read your partner's project, and *provide suggestions for revision* based on what works and doesn't work. I will give you a cover sheet for each peer review to guide your thinking. Take the feedback your partner gave and *use it to make final revisions*.

You will be expected to:

1. *complete the questions* on the cover sheet,
2. provide *thorough* and *substantive* suggestions on your partner's draft,
3. and provide suggestions *throughout* the draft.

Grading: Peer reviews will be graded out of 5 points, and the final letter grade will be determined based on the cumulative grade for all four exploratory writings. To figure out the letter grade, add all four scores together and convert based on this chart:

Range	Letter
20-18	A
17-15	B
14-12	C
11-9	D
8 or less	F

By 11:59PM the day we do peer review, you need to scan the completed cover sheet and draft with your partner's comments and upload it as a .pdf to the Canvas assignment slot.

- Your partner will be graded on the feedback they've given, so you have a responsibility to your partner to upload the file on time.
- Failure to upload the scanned file before the project deadline will result in two penalties: 1) a full letter grade deduction from the project grade, and 2) your partner will get the points you otherwise would have earned for the peer review assignment.

COVER LETTERS

Prompt: For each project you will compose a Cover Letter *explaining your rhetorical choices*. These letters will help you *reflect* on your own writing and writing process. The letter should be 1 full page, consisting of three paragraphs. The paragraphs should:

1. *summarize the rhetorical situation*—identifying your purpose and intended audience,
2. *identify two rhetorical choices you made*—describe two appeals, techniques, strategies, etc. you used to achieve your purpose with your audience. Refer to specific places in the project as evidence,
3. and *evaluate the effectiveness of your rhetoric*—for your audience, how well did you shape your rhetoric to achieve your purpose?

The final paragraph may also explain any successes or difficulties you want to draw my attention to in the grading process. You may also raise questions or concerns about the class in this final paragraph.

Format the cover letter as a letter, with a salutation addressing me at the top (e.g., Dear Phillip) and a signature line at the bottom (e.g., Sincerely, Your Name).

Not including a cover letter will cost one full letter grade from the project.

PROFILE

Proposal Due: Mon. 9 Sept.

Peer Review: Fri. 20 Sept.

Final Draft Due: Mon. 23 Sept.

Prompt: A profile is an argument driven biography. For this 2-3 full page paper, choose a single person and *make an argument* based on details of their life. We will discuss three different profile strategies you can use: straight/biographic profile, the profile that praises or critiques, and the profile that confronts a misconception. Your profile should have a *thesis statement* presenting your main claim, and that claim should be supported by *detailed biographical evidence*.

In addition to the 2-3 full pages of the Profile, you will write both a Proposal and a Cover Letter. See the assignment sheets for each on pages 8-10 of the syllabus.

This is not a research-based assignment, but if you do use research, cite your sources using MLA format (see *EA* pp. 496-514). Works Cited pages and Cover Letters do not count toward the assignment page count.

Grading Criteria: Your essay should

1. tell a unified, focused story about a single person,
2. include a thesis making a specific argument about that person,
3. provide and interpret evidence supporting the thesis,
4. and explain your rhetorical choices in a Cover Letter.

RHETORICAL EVALUATION
Proposal Due: Mon. 30 Sept.
Peer Review: Fri. 11 Oct.
Final Draft Due: Mon. 14 Oct.

Prompt: Rhetoric is basically the art of persuasion, and, as we all know, sometimes persuasion is effective and sometimes it isn't. In this 3-4 full page paper, you will *analyze* the rhetorical techniques used by a persuasive text, and *evaluate* how effectively that text would convince its intended audience. Alternatively, you may compare the rhetorical effectiveness of 2 texts. The *rhetorical situation*, including audience awareness, should be a major factor in your evaluation. Your essay will need a thesis statement declaring your evaluation of the rhetoric.

In addition to the 3-4 full pages of the Rhetorical Evaluation, you will write both a Proposal and a Cover Letter. See the assignment sheets for each on pages 8-10 of the syllabus.

Create a Works Cited page in MLA format listing the text(s) that you're evaluating (see *EA* pp. 496-514). Works Cited pages and Cover Letters do not count toward the assignment page count.

Grading Criteria: Your essay should:

1. analyze the rhetorical techniques used by 1-2 texts,
2. evaluate how likely the text(s) is/are to effectively persuade the intended audience(s),
3. include a thesis making a specific evaluative claim,
4. and explain your rhetorical choices in a Cover Letter.

PRODUCTIVE COUNTERARGUMENT
Proposal Due: Mon. 21 Oct.
Peer Review: Fri. 1 Nov.
Final Draft Due: Mon. 4 Nov.

Prompt: We often disagree with what others have written or said, and it is important to engage with those arguments if we want to persuade others. In this 3-4 full page paper, you will respond to an argument that you disagree with (in whole or in part), while considering that author's ideas fairly. You will *summarize* and *analyze* the argument, identifying strengths and weaknesses, and develop a *counterargument using evidence* to support your critiques of the original argument. You can take either a Rogerian approach (identifying common values or goals to build a compromise) or write a rebuttal (arguing that the other author is wrong).

In addition to the 3-4 full pages of the Productive Counterargument, you will write both a Proposal and a Cover Letter. See the assignment sheets for each on pages 8-10 of the syllabus.

Create a Works Cited page in MLA format listing the text that you're responding to and any other researched sources (see *EA* pp. 496-514). Works Cited pages and Cover Letters do not count toward the assignment page count.

Grading Criteria: Your essay should:

1. summarize a source's argument accurately and honestly,

2. identify and analyze weaknesses or shortcomings in the source's arguments,
3. make a counterargument that actively engages with the source's arguments,
4. and explain your rhetorical choices in a Cover Letter.

RESEARCHED ARGUMENT

Proposal Due: Mon. 11 Nov.

Peer Review: Mon. 9 Dec.

Final Draft Due: Fri. 13 Dec. at 11:59PM

Prompt: Most of the work we do as scholars involves entering critical conversations, which we do by researching issues and building on or critiquing what other scholars have said. For this 4-5 full page paper, you will *answer a research question* of your own choosing. The question must be about a topic within your major. Use *scholarly research methods* to gather and analyze evidence, then develop your answer using the best info available. Answer your question in a *thesis statement* and carefully structure your essay to support your claim.

In addition to the 4-5 full pages of the Researched Argument, you will write both a Proposal and a Cover Letter. See the assignment sheets for each on pages 8-10 of the syllabus.

Create a Works Cited page in MLA format listing all researched sources (see *EA* pp. 496-514). Works Cited pages and Cover Letters do not count toward the assignment page count.

Grading Criteria: Your essay should:

1. analyze and utilize scholarly, researched evidence,
2. include a thesis making a specific argumentative claim,
3. use a well-structured argument to answer your research question,
4. correctly cite your source(s) using MLA format, both in-text and on a Works Cited page,
5. and explain your rhetorical choices in a Cover Letter.