**Assignment #1: Summarize (Summary)**

The purpose of this assignment is to demonstrate how well you can correctly identify and summarize a writer’s argument (or arguments) in a composition. In addition, you will need to also capture the rhetorical situation - this can include the stance the writer takes, the audience they may be writing for, and the purpose for writing. You will be writing two summaries on the same text: a long one and a short one.

To get started, choose a text of an appropriate length and topic. If you’re not sure what to summarize, ask your instructor for guidance. Read and annotate the text to highlight the argument (or arguments). Take notes on the rhetorical situation.

When you’re ready to begin the writing process, think about the following:

* What is the rhetorical situation of this text?
* What is the main idea, and how is it presented to the audience?
* So what? How might this text influence readers or affect the overall conversation?
* Have I only included the information that is necessary for my readers?
* Does the information I have included make sense for my readers who may not be familiar with the text or the topic?

**Format & Layout**

[Insert how you want students to format their paper. As the instructor, you can add more specificity to the prompt, so long as you do not change the scope or rigor of the assignment.]

Your final submission will be broken down into two parts:

* A long summary (500-600 words)
* A short summary (150 words or fewer)

Each summary should be on a separate page. Where you paraphrase or quote directly from the article, be sure to include an in-text citation. Include a Works Cited or Reference page at the end of the paper.

**Due Dates**

**\_\_\_\_\_\_\_\_\_\_\_**  First Draft

**\_\_\_\_\_\_\_\_\_\_\_**  Peer Review

**\_\_\_\_\_\_\_\_\_\_\_**  Final Draft

**Final Submission Checklist**

* I have included a long summary and a short summary on separate pages.
* I have discussed the rhetorical situation.
* I have captured the writer's arguments and discussed the “so what?” effect of the article.
* I have only included the information necessary for my readers, keeping in mind that they may not be familiar with the text or the topic.
* I have included in-text citations and a Works Cited/Reference page.
* I have formatted my paper [as my instructor has described.]
* I have saved the document as a .pdf or .docx file for submission.

**Assignment #2: Analyze (Rhetorical Analysis)**

The purpose of this assignment is to demonstrate how well you can analyze the way a writer communicates their argument (or arguments) to their audience given the rhetorical situation. Specifically, you’ll want to break down the strategies that the writer uses to persuade the audience and discuss how effective those strategies are by including evidence from the text. After you analyze the text, you will also connect the text to its context. For this paper, you will essentially analyze the text and the context.

**Note!** This is not a summary assignment. It can be helpful to include a very brief summary of the text you chose at the start of your essay so that your readers know what you’re talking about. However, the summary is not the focus. The focus is on analyzing the rhetorical strategies the writer uses to effectively make their argument in their rhetorical situation.

To get started, choose a text of an appropriate length and topic. If you’re not sure what to analyze, ask your instructor for guidance. Read and annotate the text to highlight the argument (or arguments). Take note on the rhetorical situation and the strategies the writer uses to effectively make their argument. (Have you observed a trend of strategies the writer uses? Can you support observation with evidence from the text?)

When you’re ready to begin the writing process, think about the following:

* In brief, what is the text about? Who is the writer's audience, and why are they writing?
* What rhetorical strategies does the writer use to make the text appealing to readers?
* Have you observed a trend of strategies the writer uses? Can you support this observation with evidence from the text? (Possible thesis statement here!)
* What is the context (such as cultural, social, and political conditions) of this text?
* How does the text relate to or respond to the context? Are the rhetorical strategies used in this text the most appropriate for this context?

**Format & Layout**

[Insert how you want students to organize their writing and format their paper. As the instructor, you can add more specificity to the prompt, so long as you do not change the scope or rigor of the assignment.]

Sample General Outline

* Introduction with Thesis
* Contextual Analysis (multiple paragraphs)
* Textual Analysis (multiple paragraphs)
* Conclusion

Your paper should be about 2-4 pages in length, single-spaced.

Include in-text citations where you paraphrase or quote directly from the article. Include a Works Cited or Reference page at the end of the paper.

**Due Dates**

**\_\_\_\_\_\_\_\_\_\_\_**  First Draft

**\_\_\_\_\_\_\_\_\_\_\_**  Peer Review

**\_\_\_\_\_\_\_\_\_\_\_**  Final Draft

**Final Submission Checklist**

* I have included a brief summary of the text, but it is not my paper’s focus.
* I have discussed the writer's rhetorical strategies in the text.
* I have discussed the context.
* I have included a thesis statement that captures the focus of my paper.
* I have provided evidence to support my thesis statement.
* I have included in-text citations and a Works Cited/Reference list.
* I have formatted my paper [as my instructor has described.]
* I have saved the document as a .pdf or .docx file for submission.

**Assignment #3: Synthesize (Synthesis)**

The purpose of this assignment is to demonstrate how well you can capture patterns and trends in your research topic (problem). Specifically, you’ll want to connect (synthesize) what others have already said about this problem so that your readers will have an in-depth understanding of the different perspectives of this topic. With this background understanding, you can move to define a new term, refute someone’s point, further support a perspective, etc. All of these moves will help you with your advocacy/proposal paper (Assignment #4: Final Assignment Part 2). But we’re getting ahead of ourselves! For this paper, you will essentially synthesize multiple perspectives on one issue so that you can support what you want to say.

**Note!** This is not a summary assignment. You should not summarize each source individually, and each paragraph should not be dedicated to only one source. During the research portion of this assignment, you may wind up summarizing your articles – this will help you identify patterns and connections among your sources.

Because you want to provide an in-depth background, you must do deep and careful research using reputable sources - a simple Google search will not be enough. Your readers will probably not believe you if your sources are Apple or Yahoo! News.

To get started, choose a topic that you find interesting enough to deal with for two assignments. If you’re not sure about your topic, ask your instructor for guidance. Using the techniques discussed in class for conducting research, generate a list of sources related to your topic. Evaluate the sources on this list based on the criteria discussed in class and determine if they are relevant to your research. If they are, great!

Read, annotate, and briefly summarize the sources. Take notes on any patterns and connections, and group similar bits of information together. Refer to NFG, Ch. 50, pp. 520-521 for an example of how a writer synthesizes several sources into different categories.

When you’re ready to begin the writing process, think about the following:

* What is your topic, and why might readers find it important/ relevant?
* What are the writers saying, and what categories, patterns, or trends do you observe? Why are these writers believable, and what forms of appeal do they use? Are they reliable sources of evidence?
* If you can divide the topic into categories, how would you divide them? Which writers would fall into those categories?
* In response to all of these writers, what do you have to say? Do you agree, disagree, etc.?

**Format & Layout**

[Insert how you want students to organize their writing and format their paper.]

Sample General Outline

* Introduction with Thesis
* Category 1 with sources and evidence
* Category 2 with sources and evidence
* More categories as needed and so on and so forth
* Conclusion

Your paper should reference 3-4 sources and be about 3-6 pages in length, single-spaced.

Include in-text citations where you paraphrase or quote directly from the article. Include a Works Cited or Reference page at the end of the paper.

**Due Dates**

**\_\_\_\_\_\_\_\_\_\_\_**  [Annotated or Working Bibliography] - strongly recommended

**\_\_\_\_\_\_\_\_\_\_\_**  First Draft

**\_\_\_\_\_\_\_\_\_\_\_**  Peer Review

**\_\_\_\_\_\_\_\_\_\_\_**  Final Draft

**Final Submission Checklist**

* I have not simply summarized each article.
* I have included a thesis statement that captures the focus of my paper.
* I have provided evidence to support my thesis statement.
* I have discussed the context of the problem.
* I have discussed patterns and connections in what .
* I have included in-text citations and a Works Cited/Reference list.
* I have formatted my paper [as my instructor has described.]
* I have saved the document as a .pdf or .docx file for submission.

**Assignment #4: Curate (Portfolio)**

Assignment Goal

The purpose of this assignment is to demonstrate how much you’ve grown as a writer throughout the semester. With guidance from your instructor, you will curate the content in your portfolio as well as edit and proofread any final pieces for submission. You will also attach a self-assessment sheet that asks you to reflect on what you learn. You will be putting together an organized, edited, and proofread collection of the work you’ve done for this course.

Preparing to Curate: Select, Organize, Edit, and Proofread

*Select*

[Insert what you want your students to include in their portfolios.]

*Organize*

[Insert how you want your students to organize their portfolios. You can refer to The Norton Field Guide, Ch. 34.]

*Edit & Proofread*

[Insert how you want your students to go about editing and proofreading the work in their portfolios.]

*Reflect*

[Insert your requirements for their self-assessment. You can refer to the sample self-assessment in The Norton Field Guide, Ch. 34.]

**Format & Layout**

[Insert how you want students to organize their writing and format their paper. You can add more specificity to the prompt, so long as you do not change the scope or rigor of the assignment.]

**Due Dates**

\_\_\_\_\_\_\_\_\_\_\_ Portfolio Self-Assessment Draft

\_\_\_\_\_\_\_\_\_\_\_ Final Draft

Final Submission Checklist

* I have not simply dumped a semester’s worth of work into the portfolio.
* I have edited and proofread my work.
* I have attempted to organize the content in a way that is neat and makes sense to the portfolio reader.
* I have included a self-assessment of my work that addresses my growth as a writer as well as areas that can benefit from further improvement.
* I have formatted my paper [as my instructor has described.]
* I have saved the document as a .pdf or .docx file for submission.